Washington State Department of
Early Learning

Professional **D**evelopment **P**athways

Training and Trainer Manual

January   2016

Introduction

This manual was created to help you navigate training for early learning professionals in Washington State, whether you need information about training requirements or offer training. In this manual you will find valuable resources for accessing or offering training that count towards STARS requirements.

The manual is divided into three parts:

Section 1: Training (initial and annual continuing education) information

Section 2: Trainer application and information

Section 3: Printable resources

Quality Adult Education in Washington State

Quality adult education in Washington State depends on the knowledge, skills and professionalism of trainers. A trainer should be able to offer training that:

- Is suitable for an adult learning environment.
- Is characterized by professionalism, strong instructional methods and effective design.
- Includes assessment and integrates the core competencies for early care and education and child and youth development (school-age) professionals.
- Reflects community needs and values, as well as the goals of participants.
- Presents learning objectives, core knowledge areas, and content clearly and explicitly (so that participants can identify adult education opportunities that align with their needs and interests).
- Is delivered in a way that allows participants to apply knowledge and competencies in their work and real-life settings.
- Facilitates the learning of concepts and skills that are grounded in current research and practice.
- Provides new information that validates and builds upon participants' prior knowledge and experience.
- Motivates participants to learn through active participation in the learning process and as partners with the trainer in the learning experience.
- Is designed to contribute to a participant's self-esteem as well as to his or her personal and professional growth.
- Provides opportunities for participants to increase their abilities to implement new skills within the context of individual differences and values, such as cultural perspectives and learning styles.
- Is free of prejudice and stereotyping.
- Acknowledges that learners have varying abilities and experiences.
- Provides recommendations regarding how to individualize, make accommodations, and access resources and high-quality supporting materials.

Trainer Competencies

Excellent Washington State Trainer preparation focuses on four areas: professionalism, facilitation, instructional design, and assessment.

Professionalism

Professionalism for trainers includes the creation of a safe and warm environment, demonstrating respect for individual needs, and cultural sensitivity.

Washington State Trainers, as representatives of Department of Early Learning (DEL) and an extension of the Department's Quality Practice and Professional Growth Division are required to maintain confidentiality, encourage participant contributions to learning, accommodate for participant needs, respect differences and generally represent the field favorably by conducting themselves in a professional and respectful manner.

Facilitation

Facilitation of training is the creation of an appropriate and comfortable room arrangement, effective speaking skills, creation of group agreements, and facilitation of group activities, focusing training, and managing unforeseen situations.

Trainers should create a comfortable environment for adults to increase access to learning without distraction; this includes enthusiastic, focused, interactive, and engaging presentation and respect for participants from the trainer and fellow participants as well as the comfort of the physical environment.

Instructional Design

Instructional design is the inclusion of Washington State and other supporting documents, methods of interactions and learning styles, use of hooks and goals, instructions and demonstrations, appropriate use of support materials and technology and an effective training summary and closing.

Assessment

Assessment of adult learning includes the use of appropriate prior learning, formative, and summative assessments that align with stated training outcomes. Trainers should be able to assess where their participant knowledge is at the beginning of training, check for understanding during and assure that learning objectives were met at the end of training through summary, questions, and activities.

Materials shared should be relevant and grounded in current research and linked to the Washington State Core Competencies and reference, when appropriate, the Early Learning Guidelines and other relevant Department resources such as those listed below.

Core Competencies

All training is tied to the Washington State Core Competencies. *The Core Competencies for Early Care and Education Professionals* is a resource that defines at a foundational level what early care and education professionals need to know and do to provide quality care. Training in the Washington State Early Childhood Professional Development System should be linked directly to these competencies and so it is paramount that trainers and facility staff alike are familiar with them.

The areas of competency correspond with standard curricular areas in early care and education. Each content area is further subdivided into 5 levels so that an early care/educator may progress in their learning within that content area.

The *Washington State Core Competencies for Child and Youth Development* (school-age) include similar areas to the early care and education competencies, as well as two additional ones: Cultural Competency and Responsiveness and Youth Empowerment.

To learn more about the core competencies in both English and Spanish go to this DEL webpage:

http://www.del.wa.gov/Professional/core.aspx

Early Learning Guidelines

The Department of Early Learning (DEL), in partnership with the Office of Superintendent of Public Instruction (OSPI) and Thrive Washington, has published the Early Learning and Development Guidelines (ELG's) for children from birth through third grade.

In alignment with the State Early Learning Plan and reflecting federal, state and tribal learning standards, the Early Learning and Development Guidelines are a statewide resource for everyone who loves, cares for and educates young children; they provide essential information to support and enhance children's development and learning.   The ELG's:

- *Provide tools and strategies for different stages of growth and suggested resources*
- *Promote a whole child approach and honoring diversity*
- *Aspire to inform professional development, encourage dialogue, incorporate cultural inclusivity, and link early learning to the K-12 system.*

More information is available at the link below on the Department of Early Learning's website. Download copies of the Early Learning Guidelines in English and Spanish:

http://www.del.wa.gov/development/guidelines/

To learn more about the Washington State Professional Development System visit the Washington State Department of Early Learning website's Professional Development pages:

http://www.del.wa.gov/Professional/Default.aspx

MERIT
http://www.del.wa.gov/Professional/merit.aspx

Trainer and Training Approval
http://www.del.wa.gov/Professional/approval.aspx

Training information
http://www.del.wa.gov/Professional/training.aspx

Training Library
http://www.del.wa.gov/Professional/library.aspx

Resource Gallery
http://www.del.wa.gov/Professional/Resources.aspx

Core Competencies
http://www.del.wa.gov/Professional/core.aspx

Financial Support
http://www.del.wa.gov/Professional/financial.aspx

Plan Your Early Learning Career
http://www.del.wa.gov/Professional/career.aspx

DEL Professional Development Training Library and Resource Gallery

DEL Professional Development Training Library connects early learning professionals to online training opportunities. The content in this library is organized into categories that align with the core competencies. The Professional Development Resource Gallery lists resources, best practices, research and tools that can be used by trainers.

Table of Contents

Section 1 - Initial Training and Continuing Education

Washington State Training Requirements: The training requirements outlined in this section may be referenced on the Washington State Legislature site, Title 170, at http://apps.leg.wa.gov/wac/default.aspx?cite=170-295

WAC on initial training: http://apps.leg.wa.gov/wac/default.aspx?cite=170-295-1060
WAC on annual training requirements: http://apps.leg.wa.gov/wac/default.aspx?cite=170-295-1070

What initial and ongoing state training and registry system (STARS) training is required for child care center staff?

The director, program supervisor and lead teachers must register with the STARS registry and complete one of the following trainings within the first six months of employment or of being granted an initial license:

(1) Basic training approved by the Washington state training registry system (STARS);

(2) Current child development associate certificate (CDA) or equivalent credential, or twelve or more college credits in early childhood education or child development; or

(3) Associate of arts (AA), associate of arts and sciences or higher college degree in early childhood education or child development.

[Statutory Authority: RCW 43.215.060, 43.215.070, and chapter 43.215 RCW. WSR 15-01-044, § 170-295-1060, filed 12/9/14, effective 1/9/15. WSR 06-15-075, recodified as § 170-295-1060, filed 7/13/06, effective 7/13/06. Statutory Authority: Chapters 74.12 and 74.15 RCW. WSR 03-14-110, § 388-295-1060, filed 6/30/03, effective 8/1/03.]

Child Care Basics

All family child care home licensees, child care and school-age center directors, program supervisors, site coordinators and lead teachers are required to meet the 30 hour Basic STARS training requirement called Child Care Basics.

What is Child Care Basics?

The Child Care Basics curriculum serves as a broad introduction for professionals who are pursuing a career in the early care and education field. This curriculum is designed to meet the initial basic training requirement for child care center staff and family child care home staff working in licensed or certified programs in Washington State. Topics covered include child growth and development, executive functioning, health and safety, family interactions and community building, program planning and professional practice. It is a 30 hour class that may be offered in person, online, or as a hybrid model.

I've completed the previous 20 Hour Initial Training, do I have to take Child Care Basics?

No. Child care professionals who have taken the 20 Hour Basic STARS training are not be required to take the Child Care Basics course. Although it is not required, we recommend you consider taking the Child Care Basics course for your own professional development. If you do, you will receive STARS hours that count towards your annual continuing education requirement and you can apply for training reimbursement.

Are training reimbursements available for Child Care Basics and annual continuing education?
Yes. Professionals may apply for up to $250.00 reimbursement for STARS training taken each year, including the Child Care Basics course. More information about the training reimbursement process may be found at: http://www.del.wa.gov/requirements/professional/financial.aspx

What languages is Child Care Basics available in?
At this time, the training may be offered in English and Spanish. The course handouts are available in both English and Spanish. Future translations will be based on a needs assessment to determine which language translations happen next.

Is the new Child Care Basics curriculum required? If so, for who?
Beginning July 1, 2014, the Child Care Basics curriculum will be the only training that satisfies the initial training requirement for family child care homes and child care centers. For school-age professionals, please complete *Online School-Age Initial Training Requirement.*

How is Child Care Basics offered?
Child Care Basics is offered throughout the state in three different modalities:

- face to face in a classroom
- hybrid in which some of the content is in a classroom with a trainer and some online
- completely online

Search MERIT to find out when and where classes are offered in your community http://www.del.wa.gov/Professional/merit.aspx or search your local community college course catalog to register for the class through a college.

This training is available through community based organizations, colleges, Educational Service Districts (ESD's) and high schools. It is offered every quarter fully online through Washington Online (WAOL) for college credit. The curriculum was developed in partnership with higher education and includes information on current research and early learning initiatives.

To complete Child Care Basics online please make sure you are registered with Washington Online at http://www.waol.org/ or with an online training organization that is qualified to offer STARS credit with state approved trainers teaching the course.

Accessing Child Care Basics 30 hour training through Washington Online Learning (WAOL)

To access WAOL online courses, here are some suggestions for registration:

1. Child Care Basics is offered at most Washington Community and Technical Colleges at ECED& 100 for three credits.

2. Register for the course through your local community college if they are offering the course. You can contact the ECE coordinator. Payment for the course goes directly to the college and follows the college tuition rates.

3. If the college closest to you is not offering the course, students can register through the host college, Olympic College, by going to www.olympic.edu Students will need to apply for a student ID number and register for the next quarter's class. The class is offered each and every quarter, including summer at Olympic.

4. Once registered, you will log on to your college's website to access Canvas (the learning platform used to teach ECED& 100 throughout the state). The text used for Family Child Care Providers is the Family Child Care guidebook found on the DEL website.

Frequently Asked Questions from Providers

Q: I found that Child Care Basics is offered at five different community colleges. How do I choose one?

A: It would be helpful if you choose the college closest to where you live in case you need support. However, not every college shares in WAOL online Child Care Basics. If you cannot find a college near year, please register through Olympic College by going to www.olympic.edu. WAOL does not register students.

Q: How do I pay for the course? How much does it cost?

A: Each college has a tuition schedule. If you want to take the WAOL version of Child Care Basics, it will be called ECED& 100 and is subject to tuition costs at each college.

Q: Do I have to use financial aid to take the course?

A: No, you may self-pay for the course and do not have to divulge income information to enroll.

Q: How long does it take before the course begins?

A: Each college maintains an academic calendar that may or may not match WAOL's schedule. The online WAOL shared class follows the WAOL calendar, regardless of which college you may enroll through.

Q: How do I get to the class once registered?

A: All community colleges in Washington use a learning platform called Canvas. Each college's website should have a link that takes you directly into your course. Make certain to participate in the course once it begins and provide your STARS provider number to the instructor so that successful completion of the course can be submitted into MERIT. You will also be provided a hard copy of certificate upon successful completion of the course from the instructor.

Q: Is it possible to get an exemption from the required training?

A: Yes, you may request an exemption from the Child Care Basics training based on eligible educational background.

Helpful Links:

Information about WAOL quarterly calendar can be found here:
http://www.waol.org/faculty_and_staff/calendar

WAOL's "get started" in online learning that includes a self-assessment quiz about online learning as well as class schedules and how to enroll at colleges can be found here:
http://www.waol.org/get-started

A copy of the Child Care Center Licensing Guidebook can be found here:
http://www.del.wa.gov/publications/licensing/docs/ChildCareCenterLicensingGuide.pdf

A copy of the Family Child Care Licensing Guidebook can be found here:
http://www.del.wa.gov/publications/licensing/docs/FHCC_guide.pdf

Continuing Professional Development - 10 Hours Annually

Every calendar year, after meeting the Child Care Basics training requirement, early learning professionals are required take 10 hours of continuing education training from a state-approved trainer or from the Early Childhood Education (ECE) department of a Washington state college.

For directors, program supervisors, and site coordinators, five of the ten hours of training must be in program management and administration. DEL licensors are responsible for regulating and ensuring compliance with the STARS training requirements in licensed child care settings. Please reference WAC 170-151-200 and WAC 170-295-1070 for more information. If you are unsure if a specific training opportunity qualifies as a management and administration category (required for directors in WAC), check with your licensor. When a state-approved trainer develops and offers training, they cannot be credited with STARS hours counting toward STARS requirements for a training which he or she has provided.

A single training cannot be used to meet two different licensing requirements. For example, an HIV/AIDS/ Blood Bourne Pathogens, First Aid/CPR or Food Handlers class cannot be used to meet the continuing education requirement.

Training Reimbursement for Early Learning Professionals

DEL offers cost reimbursement for training taken from state-approved trainers in Washington. Professionals who currently work in child care facilities licensed or certified by DEL can access this opportunity through their MERIT professional record.

Application Guidelines for state-approved training reimbursement:
- You may apply for up to $250 for your training reimbursement, and can include any combination provided by a state-approved trainer in the last 12 months.
- You can only apply one time per fiscal year (July 1- June 30).
- You must be currently employed in a DEL licensed or certified facility, and have this confirmed or verified by your employer or qualified administrator (such as a center director, family child care home licensee, or DEL Licensor).
- You must hold one of the following eligible job positions as determined by Washington Administrative Code (WAC):

Child Care Center	Family Child Care Home	School-Age Center
Director	Licensee	Program Director
Assistant Director	Primary Worker	Program Assistant Director
Program Supervisor	Assistant	Site Coordinator
Lead Teacher		Lead Staff or Group Leader
Assistant or Aide		Child Care Assistant

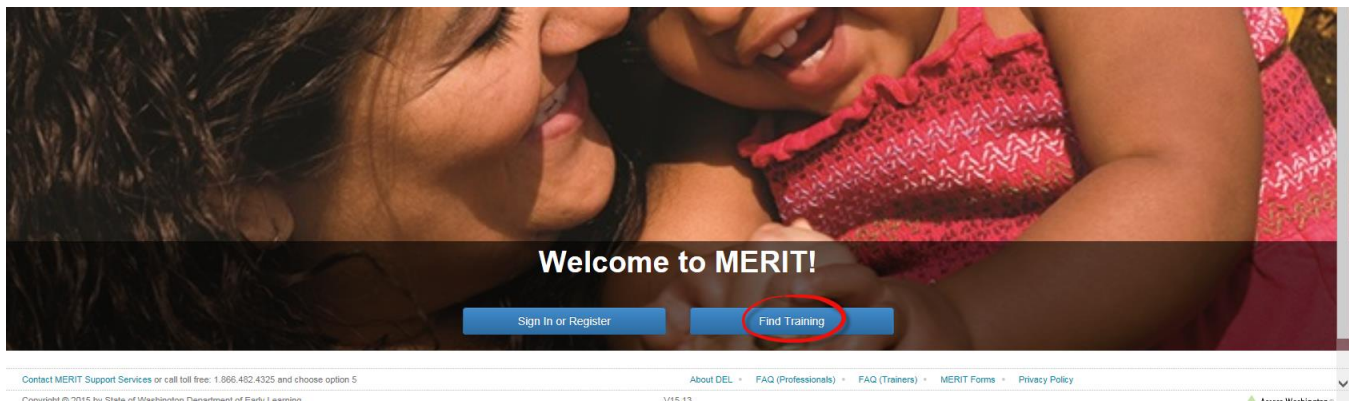## Finding Trainings in MERIT

There is no need to sign into MERIT to find a class. Go to Department of Early Learning webpage: http://apps.del.wa.gov. Click on the MERIT logo on the left side of the page:

Or go to: https://apps.del.wa.gov/MERIT/.

Once you are on the MERIT Homepage click on **Find Training**

Welcome to MERIT!

Sign In or Register   Find Training

Click on 'Trainings' to search for a class. Search by title, date, location, training method, organization, and/or trainer.

Obtaining a STARS ID

You will need to obtain a STARS ID in order to receive STARS credit for any training you complete. To obtain a STARS ID go to MERIT and click on "Sign in or Register". Fill out the boxes on the next page and follow the written instructions to obtain your ID.

When you attend training, your trainer will provide a roster. Sign the roster using your signature and STARS ID so the trainer can enter your name into the class roster in MERIT. This will ensure that you will receive credit in your MERIT account.

Training Concerns

If a training participant has a concern about the quality of the trainer they may complete a training concern form within 60 days of the original training date to document concerns to DEL. DEL takes all concerns seriously and all requests are handled in a confidential manner. The process for training concerns is as follows:

- The training participant completes and submits the Training Concern Form to MERIT at DEL, explaining the situation.

- Within 10 business days of receiving the completed Training Concern Form, MERIT staff will review the written concern and notify the requestor that the concern is being addressed or that the concern does not fall within the scope of the Standards and Responsibilities.

- If the concern relates to an area within the Standards and Responsibilities, the trainer will be notified and asked to respond.

- The trainer must respond to MERIT staff in writing about the concern within 30 calendar days to maintain an active state-approved status. The trainer is asked to respond to the concern and document how this problem will be addressed in future trainings.

- The trainer may deny the concern allegation, but must document how the concern will be considered in future work. The Professional Development Administrator will review the trainer response and if there is adequate explanation and attention to the matter, the concern is considered resolved.

- If the response indicates that the Standards and Responsibilities were not met and will not be met in the future, the sanctions process will be implemented. The Professional Development Administrator determines if the complainant should be notified of the outcome.

- If two or more concerns have been submitted against the trainer for the same issue, an on-site monitoring review is required. After the review, the reviewer will give feedback for improvement and the trainer must submit documentation on renewal of how the feedback has been incorporated into training practice. Depending upon the severity of the allegation, trainers are subject to losing state- approved status at any time.

- If three or more concerns have been submitted against the trainer, the trainer will have to submit an entire full application on renewal and go through an on-site monitoring review. At the review, the reviewer will provide documentation and feedback on the trainer's performance. The trainer will be placed on probationary status and will be required to work under the mentorship of an intermediate or advanced trainer.

- Upon renewal, the trainer must have a recommendation to continue from the intermediate or advanced trainer mentor. Depending on the severity of the allegation, trainers are subject to losing state-approved status at any time.

- If a trainer violates any items on the quality assurance agreement, he or she will be subject to a more thorough review upon renewal. Depending on the nature of the violation, the trainer may not be eligible for review or might be placed on probationary status with specified requirements that must be met in order to gain full renewal status.

Section 2—How to Become a Washington State Approved Trainer

State Approved Trainer definition

Licensed early care and education providers are required by WAC to complete training annually. They may receive STARS credit from state-approved trainers, conferences or from the Early Childhood Education (ECE) department of a Washington state institution of higher education.

WAC regarding initial training: http://apps.leg.wa.gov/wac/default.aspx?cite=170-295-1060
WAC re: annual training requirements: http://apps.leg.wa.gov/wac/default.aspx?cite=170-295-1070

Trainers complete the Department of Early Learning's Trainer Approval Process in order to offer STARS credit to meet the WAC requirement. Trainers enter information into the state's early learning registry system, MERIT, in order for participants to receive STARS credit.

Trainers use principles of adult learning to facilitate and develop training using a variety of methods of interaction and cultural sensitivity to meet the learning styles of the participants. Reflective practice is encouraged with real life application of the content from the training. Trainers are expected to use the WA State Core Competencies as the foundational skills and knowledge in their training development. A series of related trainings are recommended for ongoing interaction and application.

New Trainer Approval Process

In January 2012, the Department of Early Learning (DEL) announced a trainer approval process for state-approved trainers that is based on individual trainers rather than training organizations. In the summer of 2015, DEL transitioned to a revised trainer approval process. This manual includes information about the revised process along with links to information on the DEL website.

The Washington State Trainer Approval Process now uses an observation method of approval. Formerly, the approval process was an online application which was reviewed by the Trainer Approval Board. The Department of Early Learning has reviewed feedback on the online method and will now base trainer approval on observations using a rubric and a written document demonstrating preparation and experience in the core competency areas in which an applicant asks to be approved. The trainer must have their education verified and submit a resume. Online modules with information about teaching adults and DEL's foundational documents are also part of the approval process. Trainer Approval Board Members or Organization Trainer Mentors will observe the applicants and review the Core Competency Demonstration Form and submit their recommendations for approval. Trainers will be approved in specific core competency areas and at levels 1-5.

The Purpose of the Trainer Approval Process

The integrity and quality of trainings sets the foundation for early care and education and child and youth development (school aged care) professionals. The main purpose of the trainer approval process

is to promote quality training opportunities around the state, establish a consistent process for reviewing all trainers and ensure that all trainings are grounded in the state's Core Competencies and Early Learning Guidelines.

Goals of the new approval process:

- To increase the number of high quality trainings available to early learning and school age professionals across the state of Washington

- To establish an efficient and timely process for observing trainers and approving applications

- To create a process that is easily communicated and transparent to trainer applicants

What are the benefits of becoming a state-approved trainer?

Together with partners and leaders, Department of Early Learning promotes the accessibility of high-quality educational opportunities that meet the diverse professional development needs of those who work with children and families.

State Approved Trainers:

- Are able to advertise around the state

- Can use MERIT to capture all training data. MERIT helps trainers track attendance, complete training rosters and print training histories

- Are recognized for their expertise and ability to provide high-quality professional development experiences for adults

- Highlight the leadership and importance of trainers in our professional development system

- Have access to an annual support stipend for training materials and/or continuing education

Who can apply to become a state approved trainer?

DEL encourages all past STARS approved trainers to submit applications and welcomes new trainers who have not been part of our system to date. We hope to develop a network of leaders who are committed to quality adult learning experiences for individuals who work with children and families. Trainers cannot offer STARS hours unless they are state approved.

Application Instructions

For those who want to become state-approved trainers, the first step is to download the registration forms from the Department of Early Learning (DEL) website. The applicant must also submit a Core Competency Demonstration form and a resume. The revised process lists trainer-approval levels based on the *Washington State Core Competencies for Early Care and Education* and the *Core Competencies for Child and Youth Development Professionals* (school-age care). Copies of the necessary forms,

including the checklist, are available in **Section 3.** The applicant should print out the necessary forms, complete the forms by hand, and email them to training@del.wa.gov .

List of Forms and Documents in Section 3

- Trainer Approval Process: Instructions
- Trainer Applicant Approval Checklist
- Trainer Applicant Registration Form
- Core Competencies Demonstration Form
- Instructions for Core Competency Demonstration Form
- Trainer Observation Rubric
- Additional Trainer Resources

Once the trainer applicant submits his or her resume and completed registration and Core Competency Demonstration forms to training@del.wa.gov , DEL will email the applicant a copy of the observation rubric for review and will initiate the following trainer approval process:

1. DEL contacts a member of the Washington State Trainer Approval Board to request an observation. The board member is selected based on availability, location and areas of expertise.

2. The board member is emailed a copy of the applicant's completed Core Competency Demonstration form, along with contact information for the applicant.

3. The board member contacts the applicant to set up an observation of the applicant teaching a class for adult learners.

4. After observing the applicant, the board member emails DEL the completed observation rubric along with the Trainer Approval Board Review Form (with details regarding core competency area and level of approval). Feedback for the applicant is included at the end of the observation rubric. Comments within the observation are confidential and give DEL staff background for the scores listed in the rubric and feedback if they need to offer coaching to the applicant. (You'll find copies of the review form and instruction sheets in this section of the manual.)

5. DEL contacts the applicant and shares feedback written by the board member at the end of the rubric. If the applicant is approved, DEL sends a welcome packet and creates a trainer tab in MERIT.

6. If the applicant has not been recommended for approval, DEL staff will go over feedback and suggest available professional development opportunities to improve the applicant's skills in teaching adults.

7. Some trainer applicants will be observed by Organization Trainer Mentors (OTMs).

8. The Trainer Approval Board member or Organization Trainer Mentor may need to gently assist the trainer applicant during training if unforeseen circumstances occur in order to assure quality training for the participants. They may enter the training into MERIT under their trainer tab to ensure that participants receive STARS credit during the observation.

Instructors of Higher Education or ESD Staff Trainers/Certified Teacher Educators Registration

There is a registration process for current instructors of accredited higher education institutions to become state approved trainers. Staff trainers or certified teacher educators employed by an Educational Service District (ESD) who teach classes for adults in which STARS credit can be offered are also encouraged to register.

DEL encourages faculty and ESD trainers to register in order to more accurately track who is offering professional development opportunities across our state. This registration is a fast track to obtaining a trainer tab in MERIT and allows these registered instructors of adult professionals to list classes for STARS credit and ensure that students receive STARS credit on their Professional Development record. Instructors of higher education complete the online modules and demonstrate that they have taught for at least two consecutive terms at an institution.

For the trainer approval process, instructors of higher education are not required to have their education verified, but must complete and submit the Employment Verification Form:

Employment Verification Form for Higher Education Instructors:

http://www.del.wa.gov/publications/PD/docs/PD_Higher_Ed_Employment_Verification.pdf

To Apply as a Higher Education or K-12/ESD Trainer

Sign into MERIT using your STARS ID (see information about obtaining a STARS ID in **Section 1** of this manual). Click on Applications tab:

Click on State Approved Trainer Application. Do not use this link for a traditional trainer application. Instead download the paperwork from the DEL website Trainer and Training Approval page: http://www.del.wa.gov/Professional/approval.aspx

Click on the Higher Education Trainer or K-12/ESD Educator link

Trainer Approval Board

The trainer approval board (TAB) is made up of a diverse group of experts who share the same commitment to high-quality training for professionals. This includes organizations and members of higher education, community-based training, state agencies and other professional organizations See the manual for Trainer Approval Board Member on the Trainer and Training Approval webpage on the DEL website: http://www.del.wa.gov/Professional/approval.aspx

Organization Trainer Mentors

Some organizations that offer training to early learning professionals have applied to the Department of Early Learning to have a qualified Organization Sponsored Trainer Mentor on staff or affiliated with their organization. New trainers can request the support and assistance from their Organization Sponsored Mentor as they go through the trainer approval process. The mentor will model adult learning practices, explaining the DEL Trainer Observation Rubric in preparation for the applicant's observation. The mentor can observe the new trainer applicant and review their Core Competency Demonstration Form and make a recommendation for approval of the applicant to DEL. For more information about the role of the mentor see the manual for the Trainer Approval Board on the DEL website: http://www.del.wa.gov/Professional/approval.aspx

Trainer Online Modules

It is recommended that trainers complete the 9 pre-service online training modules prior to beginning the application in MERIT. These modules are designed to provide a foundational knowledge base for all trainers, and include several tips for submitting a successful application. Trainers can complete the application first, but will be expected to complete the modules within six months of approval. The convenience of the online platform will allow all trainers to complete these pre-service modules in their own time. There are no fees to complete the online trainer modules.

See Training Modules at: http://www.del.wa.gov/Professional/approval.aspx

The online modules include:

- Introduction
- Washington State's Core Competencies
- Cultural Competencies
- How Adults Learn
- Designing Adult Learning
- Facilitating Adult Learning
- Washington State's Early Learning Guidelines
- Executive Function
- MERIT

Trainer Annual Continuing Education and Reimbursements:

Each year, state-approved trainers are asked to complete 15 hours of continuing education related to adult learning, early care and education, or other training related to the trainers' areas of specialty.

What courses/training fulfill the 15 hours of annual continuing education for trainers?

STARS hours will fulfill the annual 15 hours of continuing education requirement for trainers. It is preferred that some of the annual hours are related to teaching adults. STARS classes that pertain to an area of expertise or training course content are also acceptable. Statewide and national conferences also count towards these continuing education hours.

DEL will offer professional development opportunities focused on teaching adult learners for trainers at statewide conferences and through Trainer Basics courses. Trainers can also take classes focused on their area of specialty or certification. The DEL Trainer Online Modules will count for the first year of continuing education requirements.

All state-approved trainers have access to reimbursement for professional development and training materials through the MERIT applications tab. The maximum reimbursement amount is $200, and reimbursements are available on a first-come, first-serve basis. Funding is limited for each fiscal year (July 1–June 30).

The Department of Early Learning (DEL) values our approved trainers who provide quality educational opportunities to Washington's early care and education and school-age professionals and offer financial resources to support your career as a trainer. The Training Reimbursement application is currently available in MERIT using the Applications tab. All financial resources provided by DEL are taxable and you may be required to complete a 1099 tax form.

It is important to download the Statewide Payee Registration for Washington State form whenever you receive funds from DEL for a stipend and reimbursement. This is available on the Trainer and Training Approval page within the DEL website at http://www.del.wa.gov/Professional/approval.aspx or can be downloaded here:
http://www.del.wa.gov/publications/PD/docs/DEL%20SWV%20Reg%20&%20W9.pdf

Applicant Frequently Asked Questions:

What if I offer training in other languages than English?

Trainers are able to submit an application in languages other than English. If you regularly train in another language, you can choose to submit some or all of your application in this language. If possible, DEL wants to observe you teaching a class in the language for which it is written. Please contact training@del.wa.gov to request additional guidance on submitting parts or the total trainer application in a language other than English.

How do I demonstrate that I meet the adult education experience requirements?

Adult education experience is required in your trainer application. These hours could have been attained through training adults, instructing at a college or higher education institute, coaching or

mentoring adults and/or other experiences that demonstrate responsibility for the professional development of other adults. This information is verified by the trainer applicant's professional resume and the Core Competency Demonstration Form.

How is my required education verified?

Please submit your credit bearing education with official transcripts through MERIT, My Education Tab.

Frequently Asked Questions

http://www.del.wa.gov/publications/PD/docs/Education%20verification%20-%20Education%20FAQ.pdf

For information about completing "My Education" go to **Five Easy Steps**:

http://www.del.wa.gov/publications/PD/docs/FiveEasyStepsEnglish.pdf

After the Application Process – Approved Trainer Status

What happens when I am approved?

New state-approved trainers will receive a DEL welcome packet, which includes details on the new trainer approval process and the responsibilities of a state-approved trainer. Once applicants are approved, information is entered into MERIT and the trainers will gain access to a new State-Approved Trainer tab.

State-approved trainers can access this tab to create new training sessions which are required for all individual trainings and complete training rosters for participants once the training is complete.

Will DEL approve individual trainings?

Once you are a state-approved trainer, please enter a training 3 weeks prior to the start date into MERIT for each training you deliver, and complete the training roster within 30 days of the completion of the training. DEL will not review and approve each training, however training sessions in MERIT will be randomly monitored by DEL. The MERIT online module will give you more detailed instructions on how to enter trainings into MERIT. It is one of the online trainer modules found under Training Modules on the Trainer Approval page: http://www.del.wa.gov/Professional/approval.aspx

Teaching Child Care Basics

Trainers that are approved to train at levels 1-2 in all areas of the core competencies can offer the Child Care Basics (CCB) training. Approved trainers must contact training@del.wa.gov to receive the template in their MERIT account for entering the dates, times, locations and rosters of the class.

The Child Care Basics curriculum (10 modules) is available on the DEL website on the Professional Development Resource Gallery page. Power Point presentations, a hybrid lesson plan and handouts translated into Spanish are available at the bottom of the page.
http://www.del.wa.gov/Professional/Resources.aspx

Conference and Special Events

What is a Conference/Special Event?

A Conference/Special Event application allows organizations, practitioners or individuals to give STARS hours for a pre-approved training. Conference/Special Event applications can be used up to four times per year by individuals or organizations that may or may not be state approved trainers.

Why can a Conference/Special Event application be used only four times per year?

A Conference/Special Event application is designed to support organizations and/or individuals that do not train frequently. If you plan on providing frequent training (more than four times per year) please consider becoming a State Approved trainer. You can review how to apply to become a trainer on the DEL website: http://www.del.wa.gov/Professional/approval.aspx or email training@del.wa.gov for more information.

How to apply for a Conference/Special Event?

Sign into your MERIT account, select the Applications tab and then select the Conference/Special Event application. Submitting this application will begin the approval process for your training event. Once you complete the application, you can email supporting documents (such as a flyer or description of the event) to training@del.wa.gov .

How long does it take to process a Conference/Special Event application?

When all supporting documentation is provided, applications are processed within 10 days.

Certificates of Completion: what they should include

Each participant should receive a certificate of completion that includes: name of participant, name of trainer, title of the event, core competency hours, the date, and the associated organization (if applicable).

Managing the training roster

You have 30 days to complete the training roster in MERIT once training or event is complete (for a series you have 30 days to complete the roster from the end of each training date). Completing the roster allows STARS hours to show up on each individual's account. Please make sure that each participant gives you her/his correct STARS ID number. To complete your roster, select your Conference/Special Event tab in MERIT and follow the steps in the application.

Conference/Special Event Glossary

Event: The title of the overall conference, series or single event.

Conference: An event that may have multiple break-out sessions. This could be a one day or multi-day event and requires one Conference/Special Event Application.

Series: Ongoing training that meets repeatedly. Examples include weekly or monthly trainings and can be approved for up to one year. A series requires one Conference/Special Event Application.

One time event: A single day event by a non-state approved trainer

Sliding scale: A variable registration fee for training. Examples include member discounts, early bird registrations or income-based registration fees.

Publicly Available: An event that is publicly available is open to the general public. Do not select this option if the training is specific to your staff, employees or a specific group of participants.

Organization Association: If you are training in partnership with an organization, you may associate yourself with that organization. If your organization is not listed in MERIT, please contact MERIT@del.wa.gov to add your organization to our registry.

Supporting Documents: Supporting documentation should include the event date, cost, location, speaker(s) information, Washington State Core Competency information, and website information (if any). For questions please email training@del.wa.gov

Trainer Sanctions

DEL reserves the right to implement the trainer sanctions process when trainers consistently do not meet the Trainer Standards and Responsibilities or engages in fraudulent/ illegal activity. Additionally, if a trainer is disqualified from providing child care or has his or her license revoked or denied, the trainer will not be allowed to be a state-approved trainer.

Examples of when trainer sanctions may apply include, but are not limited to:

- A trainer does not abide by the quality assurance agreement listed in the state-approved trainer application.
- A trainer is convicted of a crime against persons.
- A trainer fraudulently keeps STARS scholarships or participants' payments.

Possible sanctions include:

- An on-site monitoring review and placement on probationary status where the trainer works under the guidance of an intermediate or advanced trainer mentor.
- 6-month revocation of state-approved trainer status.
- 1-year revocation of state-approved trainer status.
- Permanent revocation of state-approved trainer status

Section 3 – Handouts and Resources

List of Forms and Documents in Section 3

- Trainer Approval Process: Instructions
- Trainer Applicant Approval Checklist
- Trainer Applicant Registration Form
- Core Competency Demonstration Form
- Instructions for Core Competency Demonstration Form
- Trainer Observation Rubric
- Example of Strong Trainer Observation
- Example of Weak Trainer Observation
- Trainer Competencies
- Professional Development Training Scoring Rubric
- Guide for Distance Learning

(Note: Many of the links that you see on the following pages are not actively linked to the website. Instead of clicking on them, you will need to type these website addresses into your web browser window.)

Washington State Department of
Early Learning

Professional **D**evelopment **P**athways

Applying to become a state-approved trainer is easy:

1 Go to the Trainer and Training Approval page on the Department of Early Learning (DEL) website (http://www.del.wa.gov/Professional/approval.aspx). Download the six documents and forms listed at the top of the page. (See the overview below to learn more).

2 Fill in the *Trainer Applicant Registration* form and the *Core Competency Demonstration* form. Submit both forms to DEL at training@del.wa.gov.

3 DEL will arrange an in-person review of your skills and qualifications. For this, DEL will:
- Schedule a trainer-coach to observe you teaching a class for adult learners.
- Email the documents in advance so you'll know which competencies the coach will observe.
- Provide feedback along with approval information following the observation.

DEL bases approval on a combination of your experience and education. We'll also approve you as a trainer according to your level of competency in each of the core competency areas.

Overview of Forms and Documents

1. *Trainer Applicant Approval Checklist*: helps you to keep track of the items that are required for approval and check them off as you complete them.

2. *Trainer Applicant Registration Form:* captures the information required in MERIT to set up a trainer account. Once you submit this form, DEL will arrange for a trainer-coach to observe you teaching a class.

3. *Core Competency Demonstration Form*: allows you to list your experience and training in particular core competency areas. Members of the Trainer Approval Board will review this form to determine your qualifications and competency levels in each area.

4. *Instructions for Core Competencies Demonstration Form:* offers examples of experience and education to help you fill out the Core Competencies Demonstration form.

5. *Trainer Observation Rubric:* will be used by the person who observes your class to document and score your skills when you teach adults.

6. *Trainer Competencies in Washington State:* explains the foundational skills and knowledge expected of those who teach adults; trainer competencies are used to support the professional development of trainers in Washington State.

Still have questions? Contact training@del.wa.gov or ask your organization trainer mentor.

Prior to submitting your completed application to the Department of Early Learning (DEL), please make sure that you have completed the items below. If you have any questions, please email the Professional Development team at training@del.wa.gov for further guidance.

☐	**Applicant Registration Form**	Please be sure that you have completed the Applicant Registration form and emailed it to DEL at training@del.wa.gov
☐	**Core Competency Demonstration Form**	Please be sure that you have completed and emailed the Core Competency Demonstration form.
☐	**Resume**	Please email a copy of your most current resume or curriculum vitae to training@del.wa.gov. Please include two references we can contact who have observed you training or have been part of your training.
☐	**Trainer Modules**	The nine trainer modules were created with state-approved trainers in mind. They teach fundamental skills that your observer will look for during your observation. We recommend that you complete these modules prior to your observation; however, you have up to six months after becoming approved to complete the modules. They can be found here: http://deltraining.com/.
☐	**My Education Application**	Prior to being approved, we ask that you please complete the "My Education" application in MERIT. By completing the "My Education" application, you could qualify for an education award. Please refer to the *Five Easy Steps* for more information: http://www.del.wa.gov/publications/PD/docs/FiveEasyStepsEnglish.pdf or email the MERIT Support team at merit@del.wa.gov.

Trainer Applicant Registration Form
training@del.wa.gov

Washington State Department of Early Learning
Professional **D**evelopment **P**athways

Applicant Information	
Name:	**Phone Number:**
STARS ID Number: If you don't have a STARS ID number, sign up here: http://merit.del.wa.gov/ For questions, please contact the MERIT Support team at merit@del.wa.gov.	**Email Address:**

Permission to Submit your Trainer Application: During DEL's pilot approval phase we will be submitting the trainer application on behalf of the applicant; this means that we'll need to access your MERIT account. Do we have your permission to reset your password and then email you a new one?: ☐ **Yes or** ☐ **No**

Training Philosophy: In 100 words or less, please describe to us your teaching philosophy by using keywords about your methods in teaching adults. (Your training philosophy is available for public view in the trainer search; it is not part of the scored application. It is intended to give prospective participants a sense of how you approach training creation and delivery.)

Instruction to Audience (Check all audiences for which you are qualified and willing to deliver training):
☐ Administrators   ☐ Child Care Center   ☐ ECEAP   ☐ Family Home   ☐ FFN   ☐ Head Start
☐ High School Students   ☐ Military   ☐ Parents/Relatives   ☐ School-Age   ☐ Trainers   ☐ Tribal Nations
☐ K-12 Educators   ☐ P-3 Educators   ☐ All

Select Languages that You're Willing to Train in: ☐ American Sign Language   ☐ Amharic   ☐ Arabic
☐ Cambodian   ☐ Chinese-Cantonese   ☐ Chinese-Mandarin   ☐ English   ☐ French   ☐ German
☐ Japanese   ☐ Korean   ☐ Oromo   ☐ Punjabi   ☐ Russian   ☐ Samoan   ☐ Somali   ☐ Spanish
☐ Tagalog   ☐ Ukrainian   ☐ Vietnamese   ☐ Other (Please list) _____

Select Counties that You're Willing to Train in: ☐ Adams   ☐ Asotin   ☐ Benton   ☐ Chelan   ☐ Clallam
☐ Clark   ☐ Columbia   ☐ Cowlitz   ☐ Douglas   ☐ Ferry   ☐ Franklin   ☐ Garfield   ☐ Grant
☐ Grays Harbor   ☐ Island   ☐ Jefferson   ☐ King   ☐ Kitsap   ☐ Kittitas   ☐ Klickitat   ☐ Lewis   ☐ Lincoln
☐ Mason   ☐ Okanogan   ☐ Out of State   ☐ Pacific   ☐ Pend Oreille   ☐ Pierce   ☐ San Juan   ☐ Skagit
☐ Skamania   ☐ Snohomish   ☐ Spokane   ☐ Stevens   ☐ Thurston   ☐ Wahkiakum   ☐ Walla Walla
☐ Whatcom   ☐ Whitman   ☐ Yakima   ☐ Other (Please list) _____

	Other Information
Experience Delivering Instruction to Adults	Please give us a few examples of your experience delivering instruction to adults. ☐ Higher education instructor ☐ Facilitated a learning community ☐ Conference presenter ☐ Member of a board ☐ Taught a class for adults ☐ President of an organization ☐ Other (please list)
Employment Information	Please indicate your relevant experience working within your specialty area. Applicants should document the most recent and relevant experience.

Employer:	**Start Date:**	**End Date (if applicable):**
Telephone Number:	**Address:**	**City:**
State:	**Zip Code:**	**Job Title:**

Description:

Areas of Expertise	Please add other topics that you are qualified to teach or interested in delivering trainings on. Examples include: STEM, Environment Rating Scale (ERS), Autism, etc.
Resume	Please email a copy of your most current resume or curriculum vitae to training@del.wa.gov. Please include two references we can contact who have observed you training or have been part of your training.

Assurances

☐ I have read, fully understand, and continue to abide by the NAEYC Code of Ethics Supplement for Adult Educators: http://www.naeyc.org/files/naeyc/file/positions/ethics04.pdf.

☐ I do not have a documented history of misrepresentation of credentials or other unethical conduct as it relates to licensing or professional development in Washington state.

☐ I have never been disqualified—based on a background check—from having unsupervised access to children, juveniles or vulnerable adults. I have never received a notice or order from a court or government agency stating that I have or may have physically abused, sexually abused, neglected, abandoned, or exploited a child, juvenile or vulnerable adult.

☐ I agree to provide a certificate of completion at the time of the training to each participant who meets the requirements of the course; the certificate will include the participant's name, the trainer's name and organization (if applicable), the title of the training, date(s) of training, and a list of the core competency areas and hour(s) satisfied by the training.

☐ I consent to participation in further training review, including a request for additional training information and/or on-site monitoring of trainer qualifications.

Name: _____   Date: _____

Signature: _____

Core Competency Demonstration Form

training@del.wa.gov

Washington State Department of Early Learning

Professional Development Pathways

Applicant Information

Name: _____   STARS ID: _____

Email: _____   Phone: _____

Select the core competencies for which you would like to be considered for approval:

Washington State Core Competencies for Early Care and Education Professionals

☐ Child Growth & Development

☐ Curriculum & Learning Environment

☐ Ongoing Measurement of Child Progress

☐ Family & Community Partnerships

☐ Health, Safety & Nutrition

☐ Interactions

☐ Program Planning & Development

☐ Professional Development & Leadership

Core Competencies for Child and Youth Development Professionals

☐ Child/Adolescent Growth & Development

☐ Learning Environment & Curriculum

☐ Child/Adolescent Observation & Assessment

☐ Families, Communities, & Schools

☐ Safety & Wellness

☐ Interactions with Children/Youth

☐ Program Planning & Development

☐ Professional Development & Leadership

☐ Cultural Competency and Responsiveness

☐ Youth Empowerment

Early Care and Education (ECE) Core Competency Demonstration
(ECE is defined as birth through age eight.)

CORE COMPETENCY AREA	For each core competency, please describe in 150 words or less how your background has prepared you to train in each area.
Child Growth & Development	
Curriculum & Learning Environment	
Ongoing Measurement of Child Progress	
Families & Community Partnerships	
Health, Safety & Nutrition	
Interactions	
Program Planning & Development	
Professional Development & Leadership	

Child and Youth Development (school-age) Core Competency Demonstration
(School-age is defined as age 5 through age 12.)

CORE COMPETENCY AREA	For each core competency, please describe in 150 words or less how your background has prepared you to train in each area.
Child/Adolescent Growth & Development	
Learning Environment & Curriculum	
Child/Adolescent Observation & Assessment	
Families, Communities & Schools	
Safety & Wellness	
Interactions with Children & Youth	
Program Planning & Development	
Professional Development & Leadership	
Cultural Competency & Responsiveness	
Youth Empowerment	

State-approved trainers are committed to having a working knowledge of the core competencies and to incorporating them into all trainings. (To learn more about core competencies, see the summary at the end of this document.)

The information that you enter on the Core Competency Demonstration form is valuable and will influence your trainer-level in each competency area.

How to Complete the Core Competency Demonstration Form

1. Fill in the applicant information section at the top of the form.

2. Decide if you want to be approved as an early care and education trainer, as a child and youth development (school-age) trainer, or as both; then check the appropriate box(es) to indicate the competencies for which you seek approval.

3. Complete the applicable chart: *Early Care and Education (ECE) Core Competency Demonstration* or *Child and Youth Development (school-age) Core Competency Demonstration*). Fill in both charts if you want approval for competencies in both categories.

   a. If the same information applies to more than one area, you may copy and paste it so that it appears in every relevant section of the chart.

   b. You may leave some areas blank: This will indicate that you don't intend to be approved as a trainer in that competency area.

Additional Tips

As you complete the chart(s), list experience and education that has prepared you as a trainer. Here are some ideas of information to include:

- work experience with adults or children that has impacted your training skills and knowledge

- education and trainings that you have received and training that you have delivered

- your ability to honor diverse cultures

- your ability to adapt your curriculum, content, and materials to meet the needs of adult learners

- skills and abilities that may not be on your resume, but that you want the Trainer Approval Board to know about

Examples

In this section, you'll find examples of the Early Care and Education (ECE) Core Competency Demonstration chart. The blue text in the right-hand column shows how an applicant might fill in an area and what the content might look like as it relates to the core competency level of approval.

Example 1—This example shows what several different people with different experience and education might write for one competency area (*Curriculum & Learning Environment*). The descriptions reflect the input of different people in order to show how skills may vary at each of the five levels. (To learn more about the five levels, see the notes at the end of this document.)

Example 2—The second example shows how a single person might fill out the entire Early Care and Education (ECE) Core Competency Demonstration chart.

As you review the examples, keep in mind that each competency level builds on the previous one. For example, a trainer assessed at level 3 will have demonstrated proficiency at levels 1–2 as well.

Early Care and Education (ECE) Core Competency Demonstration (ECE is defined as birth through age eight.) [EXAMPLE 1]	
CORE COMPETENCY AREA	*For each core competency, please describe in 150 words or less how your background has prepared you to train in each area.*

Curriculum & Learning Environment	[Core Competency Level 1 Example] Can demonstrate effective classroom arrangement and curriculum design to encourage learning and decrease disruptions; based on 2 college classes on curriculum and environments. Attended creative curriculum training and implemented it in my classroom with the help of our center director. Assisted new employees with arranging their classrooms. Child care lead teacher for 6 years.

Curriculum & Learning Environment	[Core Competency Level 2 Example] ECEAP teacher for 15 years. Plan curriculum for children promoting physical activity. Teach "I am Moving, I am Learning" and "Let's Move Child Care" classes for conferences after completing Train the Trainer classes. Earned WA State Stackable ECE Short Certificate including classes on curriculum development, environments, and physical activities. Teach a monthly class for adults at my church.

Early Care and Education (ECE) Core Competency Demonstration
(ECE is defined as birth through age eight.)
[EXAMPLE 1 CONTINUED]

CORE COMPETENCY AREA	*For each core competency, please describe in 150 words or less how your background has prepared you to train in each area.*

Curriculum & Learning Environment	[Core Competency Level 3 Example] Lead teacher in a Head Start program implementing national learning with standards from Head Start and NAEYC; supervise assistant teacher with daily implementation of curriculum and adjustments to learning environment to meet the needs of all children; build on child experiences to encourage a cooperative classroom and support the diversity of our families. Earned AA degree in ECE, working towards a BA. Taught a class at WAEYC conference on individualizing curriculum and one on using curriculum to support diverse families. Mentor staff on implementing CLASS and ERS.
Curriculum & Learning Environment	[Core Competency Level 4 Example] Utilize Early Learning Guidelines and child assessments to plan individualized activities for children. Supervise a large child care center and create/supervise curriculum development for staff. Lead staff meetings and help teachers set goals in curriculum and learning environment. Earned a BA in ECE with a minor in Spanish so I can communicate with monolingual families. Worked as an Early Achievers coach and assisted child care directors in setting goals for individualizing instruction based on the child's culture, learning style and assessments.
Curriculum & Learning Environment	[Core Competency Level 5 Example] Reliable in the Environmental Rating Scale (ERS) for Infants and Toddlers; taught three ECE courses for a local university on birth to three learning environments; supervised and mentored early learning coaches working in a monolingual Spanish community; delivered training for local child care centers, family child care programs and school district preschool; led community research and needs assessments around improving learning environments, leading to monetary awards and coaching for implementation. Earned a master's degree in adult education.

Early Care and Education (ECE) Core Competency Demonstration
(ECE is defined as birth through age eight.)
[EXAMPLE 2]

CORE COMPETENCY AREA	For each core competency, please describe in 150 words or less how your background has prepared you to train in each area.
Child Growth & Development	**[Core Competency Level 2 Example]** Work with Head Start team to screen and identify risk factors, delays or disabilities at beginning of school year. Created adaptations for multiple children over the years to accommodate their learning needs. Co-taught a class on working with children with special needs in early learning settings. Completed a WA State ECE Initial Certificate plus additional college credits.
Curriculum & Learning Environment	**[Core Competency Level 2 Example]** Completed a 5-credit class on curriculum development and design; individualized lessons for the children in my class. Use the environment as a teacher and select appropriate materials for the children in our classroom. Mentor new staff in lesson planning, individualizing, ERS and CLASS. Completed a WA State ECE Initial Certificate plus additional college credits.
Ongoing Measurement of Child Progress	**[Core Competency Level 2 Example]** Attended multiple trainings for Head Start staff, including TS Gold and Ages and Stages. Co-taught several classes for Head Start staff using Early Learning Guidelines with families and the Ages and Stages assessment. Completed a WA State ECE Initial Certificate plus additional college credits on child assessment.
Family & Community Partnerships	**[Core Competency Level 2 Example)** Actively implement methods that build cultural awareness between families in my Head Start classroom where I am an assistant teacher. I share these ideas in staff meetings and events for our community. PTA president at my son's school.
Health, Safety & Nutrition	**[Core Competency Level 2 Example]** Attended Train the Trainer on physical activity. Taught these classes to staff. Earned a WA State ECE Initial Certificate. Teach adult exercise class at YMCA.
Interactions	**[Core Competency Level 2 Example]** I adapt the learning environment to minimize potential challenging behaviors. I encourage many teacher directed and free play outdoor activities to help children exercise and move their bodies, which boosts positive interactions. Created many original low cost outdoor games and activities.
Program Planning & Development	N/A
Professional Development & Leadership	**[Core Competency Level 2 Example]** Community leader at my son's school and local YMCA. Demonstrate leadership in the community by organizing fitness events and community engagement. Volunteer as a soccer coach, leading parents in activities for their children, developing myself as a leader of adults.

What are the core competencies?

Core competencies describe the knowledge and skills that early learning professionals should acquire. By understanding and applying the core competencies, trainers are better able to plan, organize and deliver high quality training for adults. To learn more about core competencies:

- Go to http://www.del.wa.gov/Professional/core.aspx and download *Core Competencies for Early Care and Education Professionals* or *Core Competencies for Child and Youth Development Professionals*.

- Take the core competency online course. This course is one of nine trainer-approval courses. Go to http://deltraining.com/ to register.

What are the levels of competency?

The five levels of competency start at level 1 with the basic skills necessary to enter the field of early care and education (ECE). Each level up encompasses a more advanced stage of academic preparation and more varied experience. Caregivers and teachers progress from one level to the next through a combination of formal and/or informal study and reflection on practice. Caregivers and teachers may have skills at varying levels in different areas depending on their roles, setting and experience.

The five levels are cumulative. For example, a caregiver or teacher working at Level 3 has knowledge and skills to meet the competencies at Levels 1, 2, and 3. At all levels, caregivers and teachers who care for and educate young children continue their participation in professional development activities and increase their knowledge and skills within each of the content areas. Even caregivers and teachers who reach Level 5 are encouraged to continue their professional development and growth.

- **Level 1:** This level sets the foundation for early care and education and includes the basic knowledge and skills expected of a professional in the early care and education field.

- **Level 2:** Practitioners at this level have acquired knowledge and skills comparable to a Child Development Associate credential or a Washington State Stackable ECE Certificate (Initial, Short or State ECE Certificate).

- **Level 3:** Practitioners at this level have knowledge and skills commensurate with an associate's degree in early childhood education or child development.

- **Level 4:** Practitioners at this level have knowledge and skills commensurate with a bachelor's degree in early childhood education or child development.

- **Level 5:** Practitioners at this level have knowledge and skills commensurate with an advanced degree in early childhood education or child development.

How does the Department of Early Learning (DEL) use the levels of competency?

DEL has removed the labels that we have previously tied to the approval process in order to highlight the competencies and qualifications of trainers. Now, DEL approves trainers based on their proficiency in the eight core competency areas. This allows us to emphasize each trainer's competencies and knowledge, making it possible to find a stronger match between those who need training and each trainer's knowledge and skills.

Trainer Observation Rubric

Washington State Department of
Early Learning
Professional **D**evelopment **P**athways

Trainer Name:

Training Title:

Training Reviewer:

Core Competency Area(s):

Training Level:

*Category Scores

1-Minimal

2-Somewhat

3-Completely

1. PROFESSIONALISM

1A. Creates a safe, welcoming environment
*Score _____

Examples of competencies in practice:	Comments:
• Arrives on time; sets up and begins on time • Greets participants as they arrive; places them at ease • Introduces her/himself, shares professional background, and offers contact information, if appropriate • Welcomes participants; performs introductions as appropriate • Represents the field favorably: Conducts self in a respectful manner, offers current knowledge, and demonstrates confidentiality	

1B. Demonstrates respect for individual/audience needs
*Score _____

Examples of competencies in practice:	Comments:
• Listens actively and is responsive to needs and questions • Shows interest in new ideas and respects differing viewpoints • Encourages participants' contributions to learning	

1C. Respects the diversity of the participants and demonstrates cultural sensitivity	*Score_____
Examples of competencies in practice:	*Comments:*
• Respects differences and encourages dialogue between learners from different cultures • Facilitates communication that is culturally relevant and unbiased • Provides intentional instruction and discussion about a culturally rich learning environment	

Professionalism Score _____ /9

2. FACILITATION—ADULT LEARNING PRACTICES

2A. Creates a room arrangement that is comfortable and appropriate for adults	*Score _____
Examples of competencies in practice:	*Comments:*
• Posts signs to direct attendees to the room (if needed) • Ensures that seating is adult-sized and arranged so that all participants can see and hear the trainer and feel as if they are part of the group • Minimizes controllable distractions • Offers comfort in the training environment when possible (for example, adjusts temperature and lighting, plays music as appropriate, offers table fidgets) • Provides extra supplies, such as pens, sticky notes, and name tents • Displays materials relevant to the training, such as books, toys, and resource materials/handouts	

2B. Delivers training using characteristics of effective speaking	*Score_____
Examples of competencies in practice:	*Comments:*
• Is enthusiastic and confident when delivering training • Presents self in an open, welcoming posture • Uses gestures, body language, and facial expressions naturally and effectively • Spends minimal time behind a podium; moves around if possible to interact with participants	

- Speaks neither too quickly nor too slowly; neither too loudly nor too softly
- Stimulates thinking through verbal enhancers (such as analogies and comparisons)
- Uses humor appropriately

2C. Creates group agreement and seeks group input	*Score _____

Examples of competencies in practice:	Comments:
- Facilitates group agreement about ground rules for the session; posts the rules during the training - Checks in with the group regarding the pace, content and learning goals of the training	

2D. Incorporates collaborative activities to facilitate group interaction	*Score _____

Examples of competencies in practice:	Comments:
- Encourages interaction and discussion among participants by facilitating frequent and regular group processing (for example, by means of pair-share, small groups, chart-paper contributions, and large group debriefings and discussions) - Encourages constructive conversations and furthers the discussion by asking open-ended questions - Offers opportunities for participants to interact with others they may not typically work with - Utilizes active learning techniques	

2E. Keeps the training focused	*Score_____

Examples of competencies in practice:	Comments:
- Presents agenda/outline at the beginning, but retains some flexibility to support learners' needs - Allots time appropriately to meet objectives and complete necessary assessments - Stays on task, keeping participants engaged and bringing the group back if discussion goes off topic - Uses alerts or other mechanisms (i.e. bells, chimes) for transitions or gaining attention - Starts and ends promptly and offers timely breaks	

2F. Manages unforeseen situations	*Score_____
Examples of competencies in practice:	*Comments:*
• Thinks quickly and reacts appropriately to unexpected questions and situations • Manages impact of sensitive materials • Calms disturbances • Eases embarrassments • Manages unexpected technological challenges	

Facilitation Score _____ /18

3. INSTRUCTIONAL DESIGN

3A. References the state of Washington or other supporting documents	*Score _____
Examples of competencies in practice:	*Comments:*
• Presents material that is grounded in current research and best practices; includes relevant citations on handouts and PowerPoint slides • Includes Washington's core competencies in the course information • Aligns the course description and learning objectives with the core competency areas listed; makes sure the description and objectives support the core competency areas • Includes the Washington State Early Learning Guidelines and other state resources when applicable • Exhibits knowledge in relevant content areas and related core competencies	

3B. Includes active learning experiences and both guided and independent practice in the design	*Score _____
Examples of competencies in practice:	*Comments:*
• Chooses activities that are relevant to the training and to real-work settings • Provides various methods for interacting with the material; honors learning styles and cultural differences by giving attendees options and letting them choose how they will participate (when applicable) • Circulates and quietly checks for understanding as attendees work in small groups or engage in activities	

- Provides participants with:
  - Time to apply the content in meaningful ways
  - Opportunities both for guided practice and for using information independently

3C. Engages the participants and shares training goals	*Score _____
Examples of competencies in practice:	Comments:

- Hooks participants with an interesting story, statistic, fact or case study
- Adapts activities or inserts breaks or energizers as needed to maintain interest and motivate

3D. Provides clear and accurate instructions and demonstrations	*Score_____
Examples of competencies in practice:	Comments:

- Uses various methods (such as verbal instructions, confirmation from participants, instructions and notes on flipcharts or white board, PowerPoint slides, and handouts) to ensure that participants understand directions
- Provides a demonstration of a task prior to asking the participants to perform the task
- Offers opportunities for participants to practice new skills and ask questions

3E. Makes use of supporting materials—including technology—to enhance learning	*Score_____
Examples of competencies in practice:	Comments:

- Is prepared with the materials needed
- When using PowerPoint, applies adequate spacing and font size, includes suitable pictures and color, and makes sure that slides are free of errors
- Prepares handouts that are clear, succinct, appealing, and easy to read
- Operates media devices in an efficient manner (clicks through the slides at the correct time, has videos cued to correct sequence, ensures that audio works correctly, and so on)
- Allows necessary time for participants to take notes or provides copies of PowerPoint slides
- Provides resources for future reference, such as websites, community resources and books

3F. Provides closure (sums up) when moving from one content area to the next	*Score _____
Examples of competencies in practice:	**Comments:**
• Arranges content/information in manageable, measurable blocks • Adopts a logical format that is easy to follow • Incorporates reflection activities	

Instructional Design Score _____ /18

4. EVALUATION AND ASSESSMENT (PRE & POST)

4A. Assesses the prior learning of participants before beginning the training	*Score _____
Examples of competencies in practice:	**Comments:**
• Discovers (by means of discussion, activity, pre-test, game, etc.) what participants already know about the topic • Gathers participants' questions by posting on the 'Parking Lot' (flip chart) • Conducts an activity to activate prior knowledge of the concepts being presented (scaffolding)	
4B. Checks for understanding throughout the delivery of the training (formative)	*Score _____
Examples of competencies in practice:	**Comments:**
• Asks questions to ensure understanding after she/he presents each main concept or objective • Provides sufficient time for response • Addresses misunderstandings • Devises activities that will provide feedback about the learners' understanding of the concepts • Monitors conversation in small groups and intervenes if necessary	
4C. Summarizes main concepts and reviews objectives at the conclusion of the session (summative)	*Score _____
Examples of competencies in practice:	**Comments:**
• Asks for participants' input (by means of an activity or discussion) when summarizing main concepts	

4D. Uses appropriate methods for assessing training outcomes	*Score _____

Examples of competencies in practice:	Comments:
• Uses several types of assessment to measure learning (discussions, activities, quizzes, reflection, flip-chart work, projects, evaluations)	

Evaluation and Assessment Score _____ /12

SCORING SUMMARY

Scoring Instructions: 57 points possible; 45 points required for approval

Category Summary	Section Score	Required for Approval
Professionalism		6/9
Facilitation		15/18
Instructional Design		15/18
Evaluation and Assessment		9/12

Approval Recommendation_____ (approved or denied)

Professional Development Required? If so, in what area(s)_____

Please give recommendations on Core Competency Demonstration document as well.

Feedback from reviewer for training applicant:

Trainer Observation Rubric EXAMPLE

Washington State Department of EARLY Learning

Professional Development Pathways

Trainer Name: *Example*

Training Title: *Using the Code of Ethics*

Training Reviewer: *Trainer Approval Board member*

Core Competency Area(s): *Professional Development & Leadership*

Training Level: *2*

*Category Scores
1-Minimal
2-Somewhat
3-Completely

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1. PROFESSIONALISM

1A. Creates a safe, welcoming environment　　　　　　*Score __3___

Examples of competencies in practice:	Comments:
- Arrives on time; sets up and begins on time - Greets participants as they arrive; places them at ease - Introduces her/himself, shares professional background, and offers contact information, if appropriate - Welcomes participants; performs introductions as appropriate - Represents the field favorably: Conducts self in a respectful manner, offers current knowledge, and demonstrates confidentiality	*The trainer arrived 1 hour before the class began and had all materials set up prior to the participants' arrival. The trainer greeted participants as they arrived, directing them to the sign-in sheet, name tags and handouts.* *Music was playing in the background and the display tables were covered in tablecloths with a variety of designs representing various cultures.* *The trainer began the training on time, introduced herself and welcomed participants. After the hook, she explained her background knowledge of the topic.* *The trainer showed confidence in her ability to lead a group and knowledge of the subject area.*

1B. Demonstrates respect for individual/audience needs　　　*Score __3___

Examples of competencies in practice:	Comments:
- Listens actively and is responsive to needs and questions - Shows interest in new ideas and respects differing viewpoints - Encourages participants' contributions to learning	*When participants asked the trainer questions she responded respectfully, answering within the flow of the class, or putting the question on the parking lot flipchart to discuss later if it was not covered.* *The trainer asked open ended questions and elicited feedback and responses from the adult learners regarding their ideas and input.*

1C. Respects the diversity of the participants and demonstrates cultural sensitivity	*Score__3___
Examples of competencies in practice:	*Comments:*
• Respects differences and encourages dialogue between learners from different cultures • Facilitates communication that is culturally relevant and unbiased • Provides intentional instruction and discussion about a culturally rich learning environment	*The trainer added examples of how a cultural difference might impact the application of the Code of Ethics. She asked participants for their input about cultural nuances in the scenarios.* *The trainer offered materials in Spanish to a bilingual student. She offered handouts in larger font for a student who contacted her beforehand about a visual challenge.*

Professionalism Score _____9____ /9

2. FACILITATION—ADULT LEARNING PRACTICES

2A. Creates a room arrangement that is comfortable and appropriate for adults	*Score __3___
Examples of competencies in practice:	*Comments:*
• Posts signs to direct attendees to the room (if needed) • Ensures that seating is adult-sized and arranged so that all participants can see and hear the trainer and feel as if they are part of the group • Minimizes controllable distractions • Offers comfort in the training environment when possible (for example, adjusts temperature and lighting, plays music as appropriate, offers table fidgets) • Provides extra supplies, such as pens, sticky notes, and name tents • Displays materials relevant to the training, such as books, toys, and resource materials/handouts	*The trainer had a sign outside of the front door and the training room door to direct participants to the room.* *The lighting in the room was sufficient for reading handouts and adult sized chairs and tables were used. The trainer asked about the room temperature a couple of times and adjusted the thermostat as requested.* *When a lawn mower was used outside the building, the trainer closed the window.* *She had materials on the tables for participants to access throughout the training. Extra supplies were available, such as pens and paper. Copies of the Code of Ethics brochures were provided to all participants and posters with quotes related to ethics were hung around the room to focus the learners on the topic.*

2B. Delivers training using characteristics of effective speaking	*Score__3___
Examples of competencies in practice:	*Comments:*
• Is enthusiastic and confident when delivering training • Presents self in an open, welcoming posture • Uses gestures, body language, and facial expressions naturally and effectively • Spends minimal time behind a podium; moves around if possible to interact with participants	*The trainer's voice could be heard throughout the room.* *She stood on both feet, gesturing with both hands in a manner that looked confident and helped to project her voice. She stood at the front of the room where all partici-pants could see her, and she did not stand behind a podium except to see her notes occasionally. She circled around the room and listened to the group conversations, adding comments occasionally.*

- Speaks neither too quickly nor too slowly; neither too loudly nor too softly
- Stimulates thinking through verbal enhancers (such as analogies and comparisons)
- Uses humor appropriately

Her speech was not fast paced or too slow, but flowed at a pace that invited comments from the participants and allowed the training to end on time.

The trainer started with a joke, and shared metaphors and allegories throughout the training.

2C. Creates group agreement and seeks group input   *Score __3___

Examples of competencies in practice:	Comments:
• Facilitates group agreement about ground rules for the session; posts the rules during the training • Checks in with the group regarding the pace, content and learning goals of the training	*The trainer asked participants to discuss a group agreement at the beginning of the training to set the tone and establish respect and a safe learning environment. The training was 2 hours; she spent a 5 minutes on the agreement. She referred to it when the group debated an issue.* *She checked in twice about the pace of the training.*

2D. Incorporates collaborative activities to facilitate group interaction   *Score __3___

Examples of competencies in practice:	Comments:
• Encourages interaction and discussion among participants by facilitating frequent and regular group processing (for example, by means of pair-share, small groups, chart-paper contributions, and large group debriefings and discussions) • Encourages constructive conversations and furthers the discussion by asking open-ended questions • Offers opportunities for participants to interact with others they may not typically work with • Utilizes active learning techniques	*Trainer asked the group to break into pairs to talk, as well as small groups of 3–4 to work at their tables; and she led whole group conversations.* *She did not ask questions that had only one right answer, but asked questions that led to further discussion and sharing of ideas.* *One table of participants worked at the same center so she used colored pom-poms to assign individuals randomly to different groups and encourage conversations among those who did not know each other.*

2E. Keeps the training focused   *Score__3___

Examples of competencies in practice:	Comments:
• Presents agenda/outline at the beginning, but retains some flexibility to support learners' needs • Allots time appropriately to meet objectives and complete necessary assessments • Stays on task, keeping participants engaged and bringing the group back if discussion goes off topic • Uses alerts or other mechanisms (i.e. bells, chimes) for transitions or gaining attention • Starts and ends promptly and offers timely breaks	*Trainer started the class by sharing a basic agenda for the session. The training began and ended on time, with 2 short breaks. Trainer explained the learning objectives and referenced them at the end of each section so the training had a sequence and logical order. Trainer called the group back together using a timer and a chime.*

2F. Manages unforeseen situations	*Score__3___

Examples of competencies in practice:	Comments:
• Thinks quickly and reacts appropriately to unexpected questions and situations • Manages impact of sensitive materials • Calms disturbances • Eases embarrassments • Manages unexpected technological challenges	*The training flowed according to the agenda except for one debate about an ethical dilemma in which two participants disagreed sharply with one another. Trainer stepped in and referenced the ground rule about respecting others' opinions. There was tension in the air as the participants clearly did not agree based on cultural differences. Trainer asked the group to refer to the Code of Ethics and have discussions in their small groups, reporting out their ideas.* *The light bulb burned out in the projector, so trainer could not use the Power Point presentation. She was prepared with a flip chart and was able to continue by charting the group's ideas, using the handouts and conversations.*

Facilitation Score ____18___ /18

3. INSTRUCTIONAL DESIGN

3A. References the state of Washington or other supporting documents	*Score __2___

Examples of competencies in practice:	Comments:
• Presents material that is grounded in current research and best practices; includes relevant citations on handouts and PowerPoint slides • Includes Washington's core competencies in the course information • Aligns the course description and learning objectives with the core competency areas listed; makes sure the description and objectives support the core competency areas • Includes the Washington State Early Learning Guidelines and other state resources when applicable • Exhibits knowledge in relevant content areas and related core competencies	*The presentation used the NAEYC Code of Ethics as the reference document. It was cited in the handouts and in the Power Point presentations.* *The trainer did not reference the WA State Core Competencies in her class description, agenda or during the class.* *The trainer was very knowledgeable about the NAEYC Code of Ethics and used ethical dilemmas that are common in early learning settings.*

3B. Includes active learning experiences and both guided and independent practice in the design	*Score __3___

Examples of competencies in practice:	Comments:

• Chooses activities that are relevant to the training and to real-work settings
• Provides various methods for interacting with the material; honors learning styles and cultural differences by giving attendees options and letting them choose how they will participate (when applicable)
• Circulates and quietly checks for understanding as attendees work in small groups or engage in activities
• Provides participants with:
  ▪ Time to apply the content in meaningful ways
  ▪ Opportunities both for guided practice and for using information independently
	The trainer provided brochures, posters, Power Point, scenarios written on cards, examples shared by participants, games for matching dilemmas with principles and ideals in the Code of Ethics and several movement games which encouraged participants to select options by stepping into certain circles.
	
	The training allowed time for participants to work with dilemmas while the trainer guided the conversation; then she allowed time for participants to study the code and dilemmas in small groups or individually and report out some of their findings with the large group. She asked them to share something from the code that they hope to utilize at their work site immediately.

3C. Engages the participants and shares training goals	*Score __3___

Examples of competencies in practice:	Comments:
• Hooks participants with an interesting story, statistic, fact or case study • Adapts activities or inserts breaks or energizers as needed to maintain interest and motivate	*Trainer stated learning objectives at the beginning of the training, and hooked them into the topic with a story about some ethical dilemmas that are common in early learning settings. Many people in the group had experienced these same dilemmas and wanted to know how others had handled these situations and what the code advised.*

3D. Provides clear and accurate instructions and demonstrations	*Score__3___

Examples of competencies in practice:	Comments:
• Uses various methods (such as verbal instructions, confirmation from participants, instructions and notes on flipcharts or white board, PowerPoint slides, and handouts) to ensure that participants understand directions • Provides a demonstration of a task prior to asking the participants to perform the task • Offers opportunities for participants to practice new skills and ask questions	*When giving instructions, the trainer modeled the activity and asked if anyone needed further clarification.* *She allowed time to practice by looking through the ideals and principles in the code to respond to the dilemmas written on cards.*

3E. Makes use of supporting materials—including technology—to enhance learning	*Score__2___

Examples of competencies in practice:	Comments:
- Is prepared with the materials needed - When using PowerPoint, applies adequate spacing and font size, includes suitable pictures and color, and makes sure that slides are free of errors - Prepares handouts that are clear, succinct, appealing, and easy to read - Operates media devices in an efficient manner (clicks through the slides at the correct time, has videos cued to correct sequence, ensures that audio works correctly, and so on) - Allows necessary time for participants to take notes or provides copies of PowerPoint slides - Provides resources for future reference, such as websites, community resources and books	*The Power Point had too many words per slide, which made it difficult to read from the back of the room.* *The trainer was standing with her back to the audience reading the Power Point.* *The handouts were easier to read, with white space and boxes.* *Once the projector light burned out, the trainer used other visual methods and the participants did not focus on the busy Power Point.* *One of the handouts was a list of resources for further study.*

3F. Provides closure (sums up) when moving from one content area to the next	*Score __3__

Examples of competencies in practice:	Comments:
- Arranges content/information in manageable, measurable blocks - Adopts a logical format that is easy to follow - Incorporates reflection activities	*The trainer referenced completed learning objectives before going on to the next objective. The training was based on dilemmas that participants can discuss in relation to the Code of Ethics; and the trainer spent some time focusing on reflection and application in the participant's own work settings.*

Instructional Design Score ___16____ /18

4. EVALUATION AND ASSESSMENT (PRE & POST)

4A. Assesses the prior learning of participants before beginning the training
*Score __2___

Examples of competencies in practice:	Comments:
• Discovers (by means of discussion, activity, pre-test, game, etc.) what participants already know about the topic • Gathers participants' questions by posting on the 'Parking Lot' (flip chart) • Conducts an activity to activate prior knowledge of the concepts being presented (scaffolding)	*Trainer did not ask participants about their past experience with the Code of Ethics to find out if they were familiar with the tool. She did utilize a 'parking lot' and list questions on the chart that she answered throughout the training, and summarized at the end. She captured (hooked) participants' attention with examples of dilemmas that were familiar to the participants.*

4B. Checks for understanding throughout the delivery of the training (formative)
*Score __3___

Examples of competencies in practice:	Comments:
• Asks questions to ensure understanding after she/he presents each main concept or objective • Provides sufficient time for response • Addresses misunderstandings • Devises activities that will provide feedback about the learners' understanding of the concepts • Monitors conversation in small groups and intervenes if necessary	*Trainer paused for questions throughout the training and took time to be sure all questions were answered, but getting group input, offering her expertise, using the parking lot, and offering to follow up with 1 participant after she did some research.* *Trainer mingled among the small groups, listening to their conversations and adding some input in a method that was similar to being a group participant.*

4C. Summarizes main concepts and reviews objectives at the conclusion of the session (summative)
*Score __3___

Examples of competencies in practice:	Comments:
• Asks for participants' input (by means of an activity or discussion) when summarizing main concepts	*Trainer reviewed the learning objectives after each section and at the end of the training. She brought closure and sent the participants out with a challenge to implement at least one change in their own early learning setting.*

4D. Uses appropriate methods for assessing training outcomes
*Score __3___

Examples of competencies in practice:	Comments:
• Uses several types of assessment to measure learning (discussions, activities, quizzes, reflection, flip-chart work, projects, evaluations)	*Trainer used a post test of matching ideals and principles for some dilemmas on cards. She wrote ideas on flip charts end encouraged pair share, small group and large group conversation. She also assessed their learning through games in which they stood in various circles.*

Evaluation and Assessment Score _____10___ /12

Scoring Instructions: 57 points possible; 45 points required for approval

Category Summary	Section Score	Required for Approval
Professionalism	*9*	6/9
Facilitation	*18*	15/18
Instructional Design	*16*	15/18
Evaluation and Assessment	*10*	9/12

Approval Recommendation___*53 points = approved*____ (approved or not approved)

Professional Development Required? If so, in what area(s)_____

Please give recommendations on Core Competency Demonstration document as well.

Feedback from reviewer for training applicant:

The trainer demonstrated knowledge of the topic and of presentation methods. The trainer used a variety of instructional methods to engage the participants.

The Power Point slides were very text heavy and were difficult to read from the back of the group. Fewer words on the page with more white space and pictures would make the PPT more interesting. The trainer was prepared to teach the class without the PPT when the projector failed. She was also able to bring the group back into respectful conversation by referencing the group agreement and allowing for small group conversation and sharing.

The trainer would benefit from assessing prior learning at the beginning of the training in order to understand whether her audience was familiar with the Code of Ethics document.

The trainer demonstrated skill in teaching adults and engaging them throughout the training by setting up the room for adult learners, reading their cues, making them comfortable, engaging their interest throughout the training using multiple learning methods and respect for various cultures and learning styles and providing them with real life situations and relevant content.

Trainer Observation Rubric EXAMPLE

Washington State Department of EARLY Learning

Professional Development Pathways

Trainer Name: *Example*

Training Title: *Using the Code of Ethics*

Training Reviewer: *Trainer Approval Board member*

Core Competency Area(s): *Professional Development & Leadership*

Training Level: *2*

*Category Scores
1-Minimal
2-Somewhat
3-Completely

1. PROFESSIONALISM

1A. Creates a safe, welcoming environment — *Score __1___

Examples of competencies in practice:	Comments:
• Arrives on time; sets up and begins on time • Greets participants as they arrive; places them at ease • Introduces her/himself, shares professional background, and offers contact information, if appropriate • Welcomes participants; performs introductions as appropriate • Represents the field favorably: Conducts self in a respectful manner, offers current knowledge, and demonstrates confidentiality	*The trainer arrived 15 minutes before the training started and was still setting up at the published start time.* *She was unable to greet participants as they arrived and was focused on getting the tables set up so people could sit down.* *The trainer did not introduce herself or ask for class introductions.* *There was no class opening. The trainer started immediately reading the Power Point presentation and getting into the content of the course.*

1B. Demonstrates respect for individual/audience needs — *Score __1___

Examples of competencies in practice:	Comments:
• Listens actively and is responsive to needs and questions • Shows interest in new ideas and respects differing viewpoints • Encourages participants' contributions to learning	*When participants raised their hands to ask questions the trainer did not acknowledge them but continued to lecture.* *The trainer asked questions that had one correct answer. If someone answered a question incorrectly the trainer made it clear that the answer was wrong. The participants answered some questions at first, but became quiet with no one volunteering answers after a few offered 'wrong' answers.*

1C. Respects the diversity of the participants and demonstrates cultural sensitivity

*Score__1___

Examples of competencies in practice:	Comments:
• Respects differences and encourages dialogue between learners from different cultures • Facilitates communication that is culturally relevant and unbiased • Provides intentional instruction and discussion about a culturally rich learning environment	*The trainer said that there is only one way to approach each ethical dilemma. She was very firm about a right or wrong answer, and when someone suggested that a cultural lens might change a viewpoint, the trainer said that there is only one lens through which to view these situations.* *The trainer said that the materials were only available in English and did not offer any resources for the student who was learning English.*

Professionalism Score ____3___ /9

2. FACILITATION—ADULT LEARNING PRACTICES

2A. Creates a room arrangement that is comfortable and appropriate for adults

*Score __1___

Examples of competencies in practice:	Comments:
• Posts signs to direct attendees to the room (if needed) • Ensures that seating is adult-sized and arranged so that all participants can see and hear the trainer and feel as if they are part of the group • Minimizes controllable distractions • Offers comfort in the training environment when possible (for example, adjusts temperature and lighting, plays music as appropriate, offers table fidgets) • Provides extra supplies, such as pens, sticky notes, and name tents • Displays materials relevant to the training, such as books, toys, and resource materials/handouts	*There were no signs posted to indicate where the class was being held. Several students wandered around the building and arrived late because they could not find the classroom.* *The trainer kept the lights low in the room so the Power Point would be the focal point. Several students commented that they could not see well enough to take notes.* *When a loud motor was used outside the building, the trainer kept the window open and it was difficult to hear above the sound of the motor.* *There was only 1 Code of Ethics brochure provided to each table so everyone had to share 1 document. Most students did not have a chance to look at the brochure up close.* *There were no pens, paper or fidgits provided.*

2B. Delivers training using characteristics of effective speaking

*Score__1___

Examples of competencies in practice:	Comments:
• Is enthusiastic and confident when delivering training • Presents self in an open, welcoming posture • Uses gestures, body language, and facial expressions naturally and effectively • Spends minimal time behind a podium; moves	*Some students were looking at their phones and the clock, not participating in the class. Participants did not engage with each other or the trainer during the class.* *The trainer stood behind the podium throughout the lecture, and when she asked the class to complete their exams she sat at the table at the front of the room looking at her phone. She did not circulate or engage with the participants*

- around if possible to interact with participants
- Speaks neither too quickly nor too slowly; neither too loudly nor too softly
- Stimulates thinking through verbal enhancers (such as analogies and comparisons)
- Uses humor appropriately

at any time during the training.

The trainer's speech was fast paced with few pauses as she covered the information on the Power Point slides.

The trainer did not smile or welcome interaction.

The terminology was technical with acronyms that were not explained.

2C. Creates group agreement and seeks group input   *Score __1___

Examples of competencies in practice:	Comments:
• Facilitates group agreement about ground rules for the session; posts the rules during the training • Checks in with the group regarding the pace, content and learning goals of the training	*The trainer did not ask participants for feedback about ground rules. None were posted.* *She did not check with the group about their understanding during her lecture.*

2D. Incorporates collaborative activities to facilitate group interaction   *Score __1___

Examples of competencies in practice:	Comments:
• Encourages interaction and discussion among participants by facilitating frequent and regular group processing (for example, by means of pair-share, small groups, chart-paper contributions, and large group debriefings and discussions) • Encourages constructive conversations and furthers the discussion by asking open-ended questions • Offers opportunities for participants to interact with others they may not typically work with • Utilizes active learning techniques	*The training was primarily lecture, with the trainer talking about ethics and the principles in the Code of Ethics. The students did not ask questions or get into groups to do an activity.* *They either listened to the lecture or filled out a handout by themselves. There was no talking in the room or interaction among the adult learners.*

2E. Keeps the training focused   *Score__1___

Examples of competencies in practice:	Comments:
• Presents agenda/outline at the beginning, but retains some flexibility to support learners' needs • Allots time appropriately to meet objectives and complete necessary assessments • Stays on task, keeping participants engaged and bringing the group back if discussion goes off topic • Uses alerts or other mechanisms (i.e. bells, chimes) for transitions or gaining attention • Starts and ends promptly and offers timely	*The trainer did not share an agenda or outline for the class. There were no timeframes posted and no breaks.* *A few people left the class to take breaks without the trainer offering this as an option. Some were asking where to find the restroom because the trainer did not go over housekeeping details at the beginning of the class.* *The trainer was hurrying to get through all of her Power Point slides and kept the participants past the publicized end time in order to finish her slides. A few people left at the publicized end time without receiving their certificates of completion.* *Some of the slides were not about the Code of Ethics or dilemmas. They covered general early learning information*

breaks	*that did not match the course description.*

2F. Manages unforeseen situations	***Score__1___**

Examples of competencies in practice:	Comments:
• Thinks quickly and reacts appropriately to unexpected questions and situations • Manages impact of sensitive materials • Calms disturbances • Eases embarrassments • Manages unexpected technological challenges	*Some participants starting talking in the hallway and did not come back into the classroom for over a half hour.* *When one student answered a question with a reply that the trainer said was incorrect, the participant argued that it was correct from her cultural perspective. The trainer did not offer any comments to smooth out the discomfort in the room or ease the embarrassment from the disagreement.* *Some Power Point slides were out of order and caused confusion. Trainer did not know the information well and was unable to determine which slide to use when they were mixed up.*

Facilitation Score _____6___ /18

3. INSTRUCTIONAL DESIGN

3A. References the state of Washington or other supporting documents	***Score __1___**

Examples of competencies in practice:	Comments:
• Presents material that is grounded in current research and best practices; includes relevant citations on handouts and PowerPoint slides • Includes Washington's core competencies in the course information • Aligns the course description and learning objectives with the core competency areas listed; makes sure the description and objectives support the core competency areas • Includes the Washington State Early Learning Guidelines and other state resources when applicable • Exhibits knowledge in relevant content areas and related core competencies	*The trainer did not reference the WA State Core Competencies in her class description, agenda or during the class. She did not mention the Core Competencies document and was unfamiliar with the WA State Early Learning Guidelines, when a student asked a question about them.* *The trainer did not appear knowledgeable about the NAEYC Code of Ethics. She relied upon the Power Point slides to cover the topic and said she did not have the knowledge to respond to questions that came up.*

3B. Includes active learning experiences and both guided and independent practice in the design	*Score __1___

Examples of competencies in practice:	Comments:
- Chooses activities that are relevant to the training and to real-work settings - Provides various methods for interacting with the material; honors learning styles and cultural differences by giving attendees options and letting them choose how they will participate (when applicable) - Circulates and quietly checks for understanding as attendees work in small groups or engage in activities - Provides participants with: - Time to apply the content in meaningful ways - Opportunities both for guided practice and for using information independently	*The trainer relied on the Power Point, which only had a few early learning examples for reference.* *The trainer had the participants complete a worksheet by themselves, with no interactions. It was an exam covering their understanding of the content. There was no conversation about how they could take the information from the class back to their workplace and make use of it in real life settings.* *The majority of the time was spent on lecture with a Power Point. The only other activity was a worksheet exam to test their knowledge of the presentation. The exam was timed and some participants were not finished with it in the time allowed.*

3C. Engages the participants and shares training goals	*Score __1___

Examples of competencies in practice:	Comments:
- Hooks participants with an interesting story, statistic, fact or case study - Adapts activities or inserts breaks or energizers as needed to maintain interest and motivate	*The trainer did not state the learning objectives at the beginning of the training or explain what she hoped they would learn.* *There were no opening comments to engage participants in the topic.* *No breaks were given. Participants sat in the same place throughout the training. There was no movement or interaction between participants.*

3D. Provides clear and accurate instructions and demonstrations	*Score__1___

Examples of competencies in practice:	Comments:
- Uses various methods (such as verbal instructions, confirmation from participants, instructions and notes on flipcharts or white board, PowerPoint slides, and handouts) to ensure that participants understand directions - Provides a demonstration of a task prior to asking the participants to perform the task - Offers opportunities for participants to practice new skills and ask questions	*When giving instructions, the trainer gave unclear instructions. The participants said they did not understand what they were expected to do.* *The method for practicing the information was the exam at the end of the class which asked a series of technical questions. Participants were expected to remember the information from the lecture.*

3E. Makes use of supporting materials—including technology—to enhance learning	*Score__1___

Examples of competencies in practice:	Comments:
- Is prepared with the materials needed - When using PowerPoint, applies adequate spacing and font size, includes suitable pictures and color, and makes sure that slides are free of errors - Prepares handouts that are clear, succinct, appealing, and easy to read - Operates media devices in an efficient manner (clicks through the slides at the correct time, has videos cued to correct sequence, ensures that audio works correctly, and so on) - Allows necessary time for participants to take notes or provides copies of PowerPoint slides - Provides resources for future reference, such as websites, community resources and books	*The Power Point had too many words per slide, which made it difficult to read from the back of the room. Some of the slides had spelling and grammatical errors.* *The trainer was standing with her back to the audience reading the Power Point.* *There were no handouts. The students were expected to write notes during the lecture. The lecture was fast paced, quiet and difficult to hear and the lighting was poor. The Power Point was compact and had too many words per slide. The trainer moved to the next slide before participants could finish their notes.* *When the slides on the Power Point were out of order the trainer was flustered and did not know the material well enough to cover it without reliance on the Power Point.* *No other resources were shared.*

3F. Provides closure (sums up) when moving from one content area to the next	*Score __1__

Examples of competencies in practice:	Comments:
- Arranges content/information in manageable, measurable blocks - Adopts a logical format that is easy to follow - Incorporates reflection activities	*There were no clear blocks of time or transitions. The training was entirely lecture, with a few right or wrong questions asked at the beginning of the presentation.* *There was no time for reflection or application of the material in the participant's own workplace.*

Instructional Design Score   ___6____ /18

4. EVALUATION AND ASSESSMENT (PRE & POST)

4A. Assesses the prior learning of participants before beginning the training
*Score __1___

Examples of competencies in practice:	Comments:
• Discovers (by means of discussion, activity, pre-test, game, etc.) what participants already know about the topic • Gathers participants' questions by posting on the 'Parking Lot' (flip chart) • Conducts an activity to activate prior knowledge of the concepts being presented (scaffolding)	*The trainer did not ask participants about their past experience with the Code of Ethics to find out if they were familiar with the tool.* *She did not utilize a 'parking lot' to list questions throughout the training.* *The trainer did not refer to participants' prior learning or experiences. No time was allowed for questions and discussions.*

4B. Checks for understanding throughout the delivery of the training (formative)
*Score __1___

Examples of competencies in practice:	Comments:
• Asks questions to ensure understanding after she/he presents each main concept or objective • Provides sufficient time for response • Addresses misunderstandings • Devises activities that will provide feedback about the learners' understanding of the concepts • Monitors conversation in small groups and intervenes if necessary	*The trainer did not pause for questions throughout the training and took time to be sure all questions were answered.* *Trainer did not offer small group work.*

4C. Summarizes main concepts and reviews objectives at the conclusion of the session (summative)
*Score __1___

Examples of competencies in practice:	Comments:
• Asks for participants' input (by means of an activity or discussion) when summarizing main concepts	*The trainer did not review the learning objectives at any point in the training. The goals of the training were not clear.*

4D. Uses appropriate methods for assessing training outcomes
*Score __1___

Examples of competencies in practice:	Comments:
• Uses several types of assessment to measure learning (discussions, activities, quizzes, reflection, flip-chart work, projects, evaluations)	*The trainer used an exam at the end of the lecture to assess learning, but it was administered in a hurried fashion after the published closing time for the class.*

Evaluation and Assessment Score ____4__ /12

Scoring Instructions: 57 points possible; 45 points required for approval

Category Summary	Section Score	Required for Approval
Professionalism	*3*	6/9
Facilitation	*6*	15/18
Instructional Design	*6*	15/18
Evaluation and Assessment	*4*	9/12

Approval Recommendation___*19 points = not approved*____ (approved or not approved)

Professional Development Required? If so, in what area(s) <u>trainer basics, best practices for adult learners, facilitation skills, assessing learning</u> _____

Please give recommendations on Core Competency Demonstration document as well.

Feedback from reviewer for training applicant:

The trainer presented in a lecture format throughout the training, relying on the Power Point with no interactive components for the participants. The trainer's voice was difficult to hear in the noisy room and the pace was fast so participants struggled to take notes and digest the information.

Adults prefer time to interact with new information and do activities that help them understand and apply what they are learning in their real life settings. Condensing the information into shorter chunks with time to talk about each section would help. Create 2-3 learning objectives for the training and think about ways for learners to go deeper into these objectives rather than covering so much content in a lecture format.

Quality adult education in Washington State depends on the knowledge, skills and professionalism of trainers. A trainer should be able to offer training that:

- Is suitable for an adult learning environment.

- Is characterized by professionalism, strong instructional methods and effective design.

- Includes assessment and integrates the core competencies for early care and education and school-age professionals.

- Reflects community needs and values, as well as the goals of participants.

- Presents learning objectives, core knowledge areas, and content clearly and explicitly (so that participants can identify adult education opportunities that align with their needs and interests).

- Is delivered in a way that allows participants to apply knowledge and competencies in their work and real-life settings.

- Facilitates the learning of concepts and skills that are grounded in current research and practice.

- Provides new information that validates and builds upon participants' prior knowledge and experience.

- Motivates participants to learn through active participation in the learning process and as partners with the trainer in the learning experience.

- Is designed to contribute to a participant's self-esteem as well as to his or her personal and professional growth.

- Provides opportunities for participants to increase their abilities to implement new skills within the context of individual differences and values, such as cultural perspectives and learning styles.

- Is free of prejudice and stereotyping.

- Acknowledges that learners have varying abilities and experiences.

- Provides recommendations regarding how to individualize, make accommodations, and access resources and high-quality supporting materials.

1. PROFESSIONALISM

STANDARDS:

Adheres to professional practices

Reflects the values and ethics that are fundamental to the profession

Demonstrates a responsibility to others

Demonstrates a responsibility to the profession

Ensures that equity and diversity are considered in training sessions

1A. Creates a safe, welcoming environment

Training Competencies (Tasks/Behaviors)—Indicators

- Exhibits a balance between personal and professional life during the training process
- Maintains poise and self-control; models professional, respectful behavior
- Establishes and maintains professional credibility by updating and improving knowledge and skills (including knowledge of adult learning theory) and staying current with best practices
- Fairly and accurately represents credentials, qualifications, experience and abilities
- Provides resources and contact information for follow-up, if appropriate
- Understands and adheres to the NAEYC Professional Code of Ethics for Adult Educators (supplement) https://www.naeyc.org/files/naeyc/file/positions/ethics04.pdf
- Demonstrates a passion for the early learning field and for the content of the lesson
- Expresses compassion for children, families and early learning professionals
- Uses agency, client or colleague information appropriately and maintains confidentiality of participants' self-disclosure (unless participants may cause harm to themselves or others)

Examples of Competencies in Practice

- Arrives on time; sets up and begins on time
- Greets participants as they arrive; places them at ease
- Introduces her/himself, shares professional background, and offers contact information, if appropriate
- Welcomes participants; performs introductions as appropriate
- Represents the field favorably: Conducts self in a respectful manner, offers current knowledge, and demonstrates confidentiality

1B. Demonstrates respect for individual/audience needs

Training Competencies (Tasks/Behaviors)—Indicators

- Demonstrates respect and consideration for participants and adapts training to suit their knowledge, expectations, learning styles, and needs
- Listens to participants
- Approaches learning as a process rather than a product
- Creates a training environment that values and encourages constructive dialogue and in which it is safe to share ideas, participate and resolve conflict

Examples of Competencies in Practice

- Listens actively and is responsive to needs and questions
- Shows interest in new ideas and respects differing viewpoints
- Encourages participants' contributions to learning

1C. Respects the diversity of the participants and demonstrates cultural sensitivity

Training Competencies (Tasks/Behaviors)—Indicators

- When developing the content of the training:
  - Considers various types of diversity and demonstrates awareness that we all learn within the context of our culture and beliefs
  - Includes examples of how the learning can be applied for various cultural groups, traditions, regions, languages, etc.
  - Incorporates content, examples and resources that enhance trainees' understanding of and comfort with cultural diversity
- Integrates elements of diversity into the delivery of training:
  - Models an approach to cross-cultural encounters that is characterized by an open mind, a willingness to learn from others, mutual respect, objectivity and rational critique
  - Promotes open discussion of diversity during the training; deals constructively with expressions of prejudice and discrimination
  - Identifies when cultural misunderstandings may be contributing to interpersonal conflict in the training; uses a variety of strategies to explore and resolve conflicts
  - Understands how his/her own cultural background affects values, attitudes and beliefs; incorporates strategies to moderate an "ethnocentric" perspective that may affect his/her ability to relate to trainees from different cultural groups
- Creates a learning environment that reflects the cultures and diversity of the participants:
  - Provides materials and resources in the home language of participants, when possible
  - Utilizes an interpreter or conducts training as a cross-cultural team

Examples of Competencies in Practice

- Respects differences and encourages dialogue between learners from different cultures
- Facilitates communication that is culturally relevant and unbiased
- Provides intentional instruction and discussion about a culturally rich learning environment

2. FACILITATION—ADULT LEARNING PRACTICES

STANDARDS:

Adheres to best practices for teaching adults

Delivers content that can be effectively transferred from the classroom to the workplace

Creates an appropriate physical environment

Creates an appropriate intellectual environment

Creates an appropriate emotional environment

2A. Creates a room arrangement that is comfortable and appropriate for adults

Training Competencies (Tasks/Behaviors)—Indicators

- Includes necessary tools, equipment and materials prior to and during the workshop
- Ensures that the training environment is physically comfortable
- Includes amenities promised to participants
- Reviews information regarding restrooms, exits, food and breaks

Examples of Competencies in Practice

- Posts signs to direct attendees to the room (if needed)
- Ensures that seating is adult-sized and arranged so that all participants can see and hear the trainer and feel as if they are part of the group
- Minimizes controllable distractions
- Offers comfort in the training environment when possible (for example, adjusts temperature and lighting, plays music as appropriate, offers table fidgets)
- Provides extra supplies, such as pens, sticky notes, and name tents
- Displays materials relevant to the training, such as books, toys, and resource materials/handouts

2B. Delivers training using characteristics of effective speaking

Training Competencies (Tasks/Behaviors)—Indicators

- Demonstrates effective presentation skills (for example, maintains attention by means of physical expression and eye contact, speaks clearly, and varies volume and tone of voice)
- Identifies and responds to non-verbal cues from participants
- Shares personal experiences in a professional manner
- Models effective strategies for working with children, staff, parents, administrators, community members and other stakeholders
- Delivers relevant content for practical application
- Uses experiential, relevant, interactive training techniques

Examples of Competencies in Practice

- Is enthusiastic and confident when delivering training
- Presents self in an open, welcoming posture

- Uses gestures, body language, and facial expressions naturally and effectively
- Spends minimal time behind a podium; moves around if possible to interact with participants
- Speaks neither too quickly nor too slowly; neither too loudly nor too softly
- Stimulates thinking through verbal enhancers (such as analogies and comparisons)
- Uses humor appropriately

2C. Creates group agreement and seeks group input

Training Competencies (Tasks/Behaviors)—Indicators
- Invites participants to clarify, negotiate and adhere to agreements or ground rules for the session
- Monitors how participants respond to the training and adapts the approach if needed:
  - Creates an environment in which feedback is given and received freely
  - Continually assesses and manages group dynamics and addresses issues (including energy levels)

Examples of Competencies in Practice
- Facilitates group agreement about ground rules for the session; posts the rules during the training
- Checks in with the group regarding the pace, content and learning goals of the training

2D. Incorporates collaborative activities to facilitate group interaction

Training Competencies (Tasks/Behaviors)—Indicators
- Provides ample opportunities for dialogue, exploration, reflection and problem solving
- Respects and incorporates the participants' experience and ideas
- Recognizes and employs strategies that accommodate differing abilities and capacities
- Uses a range of effective grouping strategies and activities to promote teamwork and support both individual engagement and group participation

Examples of Competencies in Practice
- Encourages interaction and discussion among participants by facilitating frequent and regular group processing (for example, by means of pair-share, small groups, chart-paper contributions, and large group debriefings and discussions)
- Encourages constructive conversations and furthers the discussion by asking open-ended questions
- Offers opportunities for participants to interact with others they may not typically work with
- Utilizes active learning techniques

2E. Keeps the training focused

Training Competencies (Tasks/Behaviors)—Indicators
- Keeps training focused and on schedule
- Knows strategies to keep the tasks within established time frames, while remaining responsive to the group's needs and concerns
- Is flexible regarding changes in timing, audience, location, set-up and materials; ensures that the training can be easily modified as the need arises

Examples of Competencies in Practice

- Presents agenda/outline at the beginning, but retains some flexibility to support learners' needs
- Allots time appropriately to meet objectives and complete necessary assessments
- Stays on task, keeping participants engaged and bringing the group back if discussion goes off topic
- Uses alerts or other mechanisms (i.e. bells, chimes) for transitions or gaining attention
- Starts and ends promptly and offers timely breaks

2F. Manages unforeseen situations

Training Competencies (Tasks/Behaviors)—Indicators

- Maintains poise in uncomfortable situations
- Cultivates mutual respect and builds rapport between self and participants and among participants
- Is sensitive to, and accommodates, physical, cultural, experiential and other types of differences
- Demonstrates understanding of factors that may create resistance, disruptive behavior, or dissension within training groups, including lack of preparation, mandatory attendance, existing interpersonal conflict among attendees; problems in the work environment; and personal, social and emotional factors of trainings
- Utilizes a variety of group management strategies and intervenes to manage challenging behaviors without alienating either the individual or group (for example, by helping reluctant trainees identify personal learning objectives and develop an investment in the training)
- Recognizes and understands trainees' emotional responses to training content; is able to acknowledge and normalize feelings, help the group identify constructive ways to deal with feelings, and intervene to help a participant deal with acute emotional distress

Examples of Competencies in Practice

- Thinks quickly and reacts appropriately to unexpected questions and situations
- Manages impact of sensitive materials
- Calms disturbances
- Eases embarrassments
- Manages unexpected technological challenges

3. INSTRUCTIONAL DESIGN

STANDARD:

Designs instruction using best practices for adult learners

3A. References the state of Washington or other supporting documents

Training Competencies (Tasks/Behaviors)—Indicators

- Designs lessons to support *Washington State Core Competencies for Early Care and Education Professionals*:
  - Researches and validates content to address particular core competencies
  - Clearly refers in class to the core competencies in order to help participants see themselves within the context of the core competency document
- Organizes the topics and content of the training and designs activities in a way that produces a coherent and integrated curriculum
- Identifies the level of competency to be addressed in the training and clearly matches the content and activities to that level

Examples of Competencies in Practice

- Presents material that is grounded in current research and best practices; includes relevant citations on handouts and PowerPoint slides
- Includes Washington's core competencies in the course information
- Aligns the course description and learning objectives with the core competency areas listed; makes sure the description and objectives support the core competency areas
- Includes the *Washington State Early Learning Guidelines* and other state resources when applicable
- Exhibits knowledge in relevant content areas and related core competencies

3B. Includes active learning experiences and both guided and independent practice in the design

Training Competencies (Tasks/Behaviors)—Indicators

- Explains how she/he is guiding or scaffolding learning (such as by asking questions or offering suggestions and new ideas)
- Is familiar with a variety of facilitation styles and uses an appropriate number of instructional approaches for the length of training
- Incorporates small-group and large-group activities and discussions
- Offers multiple options and otherwise builds flexibility into the plan

Examples of Competencies in Practice

- Chooses activities that are relevant to the training and to real-work settings
- Provides various methods for interacting with the material; honors learning styles and cultural differences by giving attendees options and letting them choose how they will participate (when applicable)
- Circulates and quietly checks for understanding as attendees work in small groups or engage in activities

- Provides participants with:
  - Time to apply the content in meaningful ways
  - Opportunities both for guided practice and for using information independently

3C. Engages the participants and shares training goals

Training Competencies (Tasks/Behaviors)—Indicators

- Clearly and accurately communicates the goals and objectives of the training
- Helps trainees identify unrealistic expectations regarding the training; negotiates to achieve consensus about the desired outcomes of a training session
- Designs the training to engage, motivate and stimulate adults; sustains motivation and engagement of learners
- Describes how this class will help children to be more successful in school and the future; if the class is focused on the adults' skill development, explains how this will affect children's readiness for school
- Shows participants how the training links ECE settings to broader educational systems (such as K–12, kinder-transition programs, and ECEAP)

Examples of Competencies in Practice

- Hooks participants with an interesting story, statistic, fact or case study
- Adapts activities or inserts breaks or energizers as needed to maintain interest and motivate

3D. Provides clear and accurate instructions and demonstrations

Training Competencies (Tasks/Behaviors)—Indicators

- Delivers clear directions and checks for comprehension
- Facilitates activities or processes effectively, including pace and organization
- Repeats comments or questions (when appropriate) to ensure that all participants hear and understand
- Effectively documents the participants' input by accurately recording comments and ideas (using various techniques, such as flip charts and recorders in small groups)
- Effectively co-facilitates with other trainers or professionals (when applicable)
- Uses reflective listening and clarification and effective questioning to encourage group involvement and determine the level of understanding and agreement

Examples of Competencies in Practice

- Uses various methods (such as verbal instructions, confirmation from participants, instructions and notes on flipcharts or white board, PowerPoint slides, and handouts) to ensure that participants understand directions
- Provides a demonstration of a task prior to asking the participants to perform the task
- Offers opportunities for participants to practice new skills and ask questions

3E. Makes use of supporting materials—including technology—to enhance learning

Training Competencies (Tasks/Behaviors)—Indicators

- Can design, develop and incorporate a variety of audio-visual materials (including flip charts, posters, computer-generated visuals, handouts, slides, videos, and audio tapes) to enhance the training and reinforce learning
- Knows how to integrate computerized training aides to enhance training; can design and develop presentations and demonstrations using software such as PowerPoint
- Can use a contingency plan with alternative instructional methods in the event of equipment failure or unexpected emergency, or to accommodate trainees with visual or auditory disabilities
- Knows how to design, produce and distribute handouts in a logical and organized manner
- Knows the laws regarding copyright and plagiarism
- Knows how to cite sources for materials
- Understands the range and types of knowledge and skills that can be most effectively acquired by means of self-directed, computerized learning (e-learning); knows how to integrate interpersonal and trainer-directed strategies that support and augment computer-based and self-directed learning activities
- Understands the strengths, benefits, and limitations of distance learning technologies, such as videoconferencing
- Knows how to use computer-based communication strategies—such as group e-mail, online discussion boards and list serves—to promote dialogue and interaction among learners
- Can modify presentation methods for videoconferencing: for example, knows how to place equipment, position her/himself relative to the camera and to trainees, modulate volume and tone of voice, respond to questions and comments from group members (both on and off-site), modify pace and style to accommodate concurrent language translation, use off-site facilitators, and employ training strategies that avoid "talking heads"
- Can address and resolve technical problems when using computer or videoconferencing equipment during training sessions
- Knows how to use computer hardware, software applications, and agency-specific databases that are relevant to the content area of the training session

Examples of Competencies in Practice

- Is prepared with the materials needed
- When using PowerPoint, applies adequate spacing and font size, includes suitable pictures and color, and makes sure that slides are free of errors
- Prepares handouts that are clear, succinct, appealing, and easy to read
- Operates media devices in an efficient manner (clicks through the slides at the correct time, has videos cued to correct sequence, ensures that audio works correctly, and so on)
- Allows necessary time for participants to take notes or provides copies of PowerPoint slides
- Provides resources for future reference, such as websites, community resources and books

3F. Provides closure (sums up) when moving from one content area to the next

Training Competencies (Tasks/Behaviors)—Indicators
- Scaffolds prior learning when transitioning from one section to the next:
  - Uses summarization, bridging and segues to help preserve continuity
  - Restates the learning objectives when concluding one section and articulating next steps
- Invites participants to continue learning about the topic and suggests additional resources
- Suggests ways to apply the learning in real-life situations and in the workplace

Examples of Competencies in Practice
- Arranges content/information in manageable, measurable blocks
- Adopts a logical format that is easy to follow
- Incorporates reflection activities

4. EVALUATION AND ASSESSMENT (PRE & POST)

STANDARD:

Utilizes evaluation as part of the training process

Provides varied levels of assessment and feedback

4A. Assesses the prior learning of participants before beginning the training

Training Competencies (Tasks/Behaviors)—Indicators
- Knows how to use a variety of pre-assessment methods and adjusts the agenda to meet needs
- Establishes and considers measurement of objectives prior to training
- Provides examples and activities that are relevant for adult learners to help stimulate their interest and activate prior knowledge and experience
- Provides a clear link between activities and learning objectives; and aligns activities with application, making sure they are transferable to the workplace
- States the various activities used to apply learning (for example, role play, think/pair/share, reflection and discussion time)

Examples of Competencies in Practice
- Discovers (by means of discussion, activity, pre-test, game, etc.) what participants already know about the topic
- Gathers participants' questions by posting on the 'Parking Lot' (flip chart)
- Conducts an activity to activate prior knowledge of the concepts being presented (scaffolding)

4B. Checks for understanding throughout the delivery of the training (formative)

Training Competencies (Tasks/Behaviors)—Indicators

- Utilizes diverse training models to address various learning styles and preferences (for example, small group work, role-plays, hands-on activities, simulated debates, case studies, lectures and PowerPoint presentations) and monitors the effects
- Facilitates experiential activities to promote participation through active learning techniques
- Uses reflective learning techniques
- Provides timely, sensitive and relevant feedback to the group; challenges ideas in a manner that stimulates creative thinking and promotes growth, while maintaining trainees' self esteem

Examples of Competencies in Practice

- Asks questions to ensure understanding after she/he presents each main concept or objective
- Provides sufficient time for response
- Addresses misunderstandings
- Devises activities that will provide feedback about the learners' understanding of the concepts
- Monitors conversation in small groups and intervenes if necessary

4C. Summarizes main concepts and reviews objectives at the conclusion of the session (summative)

Training Competencies (Tasks/Behaviors)—Indicators

- Concludes by briefly recapping content, relating it to learning objectives, and checking for understanding
- Gives ideas or examples of how to apply the learning in real-life situations and in the workplace
- Offers an opportunity for group feedback and reflection

Examples of Competencies in Practice

- Asks for participants' input (by means of an activity or discussion) when summarizing main concepts

4D. Uses appropriate methods for assessing training outcomes

Training Competencies (Tasks/Behaviors)—Indicators

- Understands the uses and importance of evaluation
- Designs and utilizes different methods, tools, and formats to evaluate training, collect data, and gather group feedback
- Considers the following when collecting data about the training: satisfaction or reaction, learning (acquisition of knowledge & skills), results or impact, and participants' use of new knowledge and skills
- Uses evaluation information, assessment data, and other feedback to revise and improve delivery and content of the training both during and after the event

Examples of Competencies in Practice

- Uses several types of assessment to measure learning (discussions, activities, quizzes, reflection, flip-chart work, projects, evaluations)

Training Design Template

Managed Education and Registry Information Tool

merit.del.wa.gov

Washington State Department of
Early Learning

Professional **D**evelopment **P**athways

CLASS INFORMATION

Training Title:

Description of Training Session:

Training type: ☐ Annual **OR** ☐ Initial	**Session Length:**	**Session Level:**

Training Delivery Method: ☐ Classroom/In-person ☐ Correspondence ☐ Online ☐ Hybrid

Target Audience: ☐ Administrators ☐ Child Care Center ☐ ECEAP ☐ Family Home ☐ FFN ☐ Head Start
☐ Military ☐ Parents/Relatives ☐ School-Age ☐ Trainers ☐ Tribal Nations ☐ K-12 Educators ☐ P-3 Educators

Core Competencies: Early Care & Education Professionals	**Core Competencies: School-Age Professionals**
# of Hours	**# of Hours**
____ Child Growth & Development	____ Child/Adolescent Growth & Development
____ Curriculum & Learning Environment	____ Child/Adolescent Observation & Assessment
____ Families & Community Partnerships	____ Cultural Competency & Responsiveness
____ Health, Safety & Nutrition	____ Families, Communities & Schools
____ Interactions	____ Interactions with Children/Youth
____ Ongoing Measurement of Child Progress	____ Learning Environment & Curriculum
____ Professional Development & Leadership	____ Professional Development & Leadership
____ Program Planning & Development	____ Program Planning & Development
	____ Safety & Wellness
	____ Youth Empowerment

Specific Competency(s):

Training Language: ☐ English ☐ Spanish ☐ Other (please list):

Content Focus Group: ☐ Prenatal ☐ Infants ☐ Toddlers ☐ Preschool Age ☐ Pre-Kindergarten
☐ School-Age ☐ Special Needs ☐ Parents ☐ Staff ☐ Administrators ☐ Other (please list):

Training Methods:

☐ Audio-video with facilitation ☐ Case studies ☐ Demonstration & practice ☐ Handouts, printed materials

☐ Hands-On activities ☐ Independent study with supervision ☐ Lecture ☐ Materials display ☐ Observation of children

☐ Panel discussion ☐ Role-playing, simulation ☐ Self or program assessment ☐ Small group discussion

☐ Technical assistance ☐ Visual aids ☐ Other (please list):

LEARNING OBJECTIVES

Learning Objectives: Topic 1

Key conditions	
Desired performance or behavior	
Criterion or evidence of learning	

Learning Objectives: Topic 2

Key conditions	
Desired performance or behavior	
Criterion or evidence of learning	

Learning Objectives: Topic 3

Key conditions	
Desired performance or behavior	
Criterion or evidence of learning	

Add additional Learning Objectives as needed

School Readiness Considerations:

CLASS OUTLINE/ DETAILED AGENDA

Agenda Timeline	Content and Methods
	Before Class Preparation:
	Class Overview and Instructions:
	Introductions/ Icebreaker:
	Topic 1:

	Topic 2:
	Topic 3:
	Topic 4:
	Class Review/ Wrap-Up:
	Additional Extended Learning or Follow-Up:

EFFECTIVE INSTRUCTIONAL METHODS

How content reflects cultural awareness and learner diversity:

Varied Learning Styles Offered:

Varied Student Grouping and Interaction :

Research Supported: (Please list sources): Content must reflect current research and best practice. At least one reference within the last 5-7 years. However, some material tied to older research is still valid, and should not be overturned as an idea.

ADDITIONAL NOTES OR INSTRUCTIONAL TIPS

Washington State Department of
Early Learning

Professional Development TRAINING Scoring Rubric

Professional Development Training is a state-approved, high quality learning experience that includes a variety of components. Below is an image from the DEL online Trainer Modules about Designing Adult Learning. Quality training is designed based on these 5 components (ADDIE). This rubric offers guidance to the Trainer Approval Board and to the applicant who submits training for Washington State approval.

Analyze, Design, Develop, Implement, Evaluate

The scoring rubric is divided into four sections:

1. <u>Professionalism</u>—Safe, professional, welcoming environment; respectful; culturally sensitive
2. <u>Facilitation</u>—Appropriate for adult learners; effective speaking practices; group input; focused; adaptable in unforeseen situations
3. <u>Instructional Design</u> – WA state documents; objectives; active learning, guided & independent practice; hooks; clear; supports; summary
4. <u>Assessment</u>—pre-assess prior learning; formative (during) and summative (after) assessments; checks for understanding & learning

How the scoring rubric is used:

1. A Trainer Approval Board Member or DEL staff will review the training application using this scoring rubric

2. The training will receive points in each of the 4 competency areas—TAB reviewer will refer to the DEL Trainer Competencies for specific details

3. The training will consist of an agenda with clearly written learning objectives, a lesson plan and sample of handouts, visuals and activities

4. The scores will be reflected in whole numbers and be tallied at the end of each section of this rubric

5. If the training does not meet the scoring criteria required for approval the training application will be returned for additional detail prior to approval.

6. The final comment section at the end of the document will be filled out to provide feedback to the applicant.

Categories	Total Points
Professionalism	/9
Facilitation	/18
Instructional Design	/18
Assessment	/12

_____/57 (45 points required for approval)
_____/Approved; Yes or No

I, _____, have carefully evaluated the unit example using the criteria established in the scoring instrument.
     (Print name of TAB Reviewer)

_____   _____
   (Signature of TAB Reviewer)   (Date)

Title of Training:_____

Professionalism					
1.A. Creates a welcoming learning environment—setting the stage • Prepares for a successful start to the training • Utilizes an ice breaker • Lists ways to make the environment professional and welcoming	None 1	Some 2	Completely 3	Score ____	Comments by Reviewer
1.B. Demonstrates respect for individual/audience needs • Lists examples of respectful support for the participants • Lists methods of ensuring flexibility towards the audience	None 1	Some 2	Completely 3	Score ____	Comments by Reviewer
1.C. Respects the diversity of the participants and demonstrates cultural sensitivity • Respects differences to bridge learners from different cultures • Communication is culturally relevant and anti-bias • Accommodates for participants' learning needs • Intentional instruction and discussion about a culturally rich learning environment	None 1	Some 2	Completely 3	Score ____	Comments by Reviewer

Facilitation—Adult Learning Practices					
2.A. Creates a room arrangement that is comfortable and appropriate for adults • Describes ways that this training is arranged for adult learners • Materials to accompany course are ready and available	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
2.B. Delivers training using characteristics of effective speaking • Describes ways to engage learners through interaction • Uses interesting examples, stories, humor, analogies	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer

	None	Some	Completely	Score	
2.C. Creates group agreement and seeks group input • Establishes group agreement, ground rules • Checks in with group on their learning goals, if possible	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
2.D. Incorporates collaborative activities to facilitate group interaction, if possible • Creates meaningful methods for group interactions and collaboration • Includes sharing in groups (small, large, partners) • Open ended questions • Debrief learning experiences • Utilizes active learning experiences	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
2.E. Keeps training focused • Lists learning objectives for the training • Explains learning objectives or goals to the participants • Outline or agenda developed for the training • Offers breaks and change of pace	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
2.F. Manages unforeseen situations • Offers optional activities, depending on the group's needs • Provides for alternative teaching methods if needed	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer

Instructional Design					
3.A. Washington State, other supporting documents referenced • Material presented is grounded in current research and best practice, i.e. citations on handouts and Power Point slides are used • WA State Core Competencies are included in the course information • Course description and learning objectives are aligned and linked to support	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer

	None 1	Some 2	Completely 3	Score	
- competency areas listed - WA State Early Learning Guidelines and other state resources are included as it applies to the content - Exhibits knowledge in content area and the related competencies					
3.B. The design includes active learning experiences, guided practice, and independent practice - Various methods for interacting with the material are provided, honoring learning styles and cultural differences by offering options for participants - Learners have time to apply the content in meaningful ways to ensure transfer of knowledge - Opportunities are provided for guided practice with trainer's assistance - Additional opportunities are provided to use information independently from trainer to establish learning or ask questions - Activities are relevant to the training and to real work settings (relevant)	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
3.C. Engages the participants Hooks participants with an interesting activity, story or fact, capturing participants' interest in the training	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
3.D. Delivers clear instructions and provides accurate demonstrations - Ensures participants' understanding of directions using various methods, i.e. verbal instructions, confirmation from participants, instructions posted on flipchart, white board, PPT, handouts, etc. - Provides demonstration of a task prior to asking the participants to perform the task, if appropriate - Offers opportunities for participants to practice new skills and ask questions	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer

3.E. Support materials enhance learning, including technology • Training includes support materials needed to enhance topic • Power Point has adequate spacing and font size, use of pictures and color and are free of errors • Handouts are clear and easy to read, not too much print on a page, white space used for ease in reading • Provides resources for future reference such as websites, community resources, books	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
3.F. Provides closure/summary from one content area to the next • Connects material from one section to the next • Content is arranged in manageable blocks of information that is measurable • Content flows smoothly, in a logical format that is easy to follow	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer

Evaluation and Assessment (Pre & Post)					
4.A. Pre-assess for prior learning • Discovers what participants already know about the topic through discussion, activity, pre-test, game, etc. • Gathers participant's questions by posting on the 'Parking Lot' (i.e. flip chart, white board, post-its) • Conducts an activity to activate prior knowledge of the concepts being presented (scaffolding) • Helps participants to engage in the topic	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer
4.B. Checks for understanding throughout delivery (formative) • Asks questions to ensure understanding after each main concept/objective is presented • Provides sufficient time for response • Addresses misunderstandings • Provides feedback to enhance learning	None 1	Some 2	Completely 3	Score _____	Comments by Reviewer

	None 1	Some 2	Completely 3	Score	
• Activities provide feedback to trainer about learners' understanding of the concepts • Monitors conversation in small groups and intervenes, if necessary					

	None 1	Some 2	Completely 3	Score _____	
4.C. Summarizes main concepts/reviews objectives at the close of the session (summative) • Reviews main concepts and learning objectives • Asks for participant input in summarizing main concepts, either through an activity or through discussion • Trainer provides a summary and closure at the end of the training					Comments by Reviewer

	None 1	Some 2	Completely 3	Score _____	
4.D. Uses appropriate methods for assessing training outcomes • Uses several types of assessments to measure learning (discussions, activities, quizzes, reflection, flip chart work, projects)					Comments by Reviewer

<u>Final Comments Section: (please record specific comments that will be released to applicant upon request)</u>

Guide for Distance Learning

This is a guide for state approved trainers who offer online, self-paced and hybrid training opportunities. In this guide you will learn more about how to design your training and engage participants.

Online Training should:

- Include an interactive component of learning with the trainer and if applicable, peers. This may include discussion boards, online forums, email exchanges, open office hours, etc.

- Be designed to allow reflective learning and a self-assessment of current content knowledge.

- Give participants an expectation to observe and/or apply new knowledge in an interactive way. This may include observation assignments, demonstration of implementation through video submission, photographs, reflective journaling, etc.

- Provide feedback responding to participant assignments, reflections, etc.

- Participate in interactive learning with the trainer/instructor and peers as applicable.

- Engage in structured opportunities to work with the training content including reflection, observation and demonstration in an interactive method.

Self-Paced/Correspondence Training:

Self-paced/correspondence training is designed to help participants to complete training at a pace that fits within their daily routines. Examples of self-paced/correspondence training include:

- Watching training modules and completing specified assignments.
- Reading a specific article or text and completing an assignment or report.

Self-paced/correspondence training should include:

- Reflective learning opportunities
- A self-reflection of current content knowledge

- An expectation to observe and/or apply new knowledge in an interactive way. This may include observation assignments, demonstration of implementation through video submission, photographs, reflective journaling, etc.
- Provide feedback responding to participant assignments, reflections, etc.
- Engage in structured opportunities to work with the training content including reflection, observation and demonstration in an interactive method.
- Demonstrate an increase in new content knowledge.

Hybrid Training:

Hybrid training is designed with an in-person component and a self-paced component with either correspondence OR online learning. Hybrid trainings must include:

- A minimum of one in-person training session
- Include an interactive component of learning with the training facilitator/instructor and peers if applicable. This may include discussion boards, online forum, email exchanges, open office hours, etc.
- Be designed to allow reflective learning and a self-assessment of current content knowledge.
- Give participants an expectation to observe and/or apply new knowledge in an interactive way. This may include observation assignments, demonstration of implementation through video submission, photographs, reflective journaling, etc.
- Provide feedback responding to participant assignments, reflections, etc.
- Engage in structured opportunities to work with the training content including reflection, observation and demonstration in an interactive method.
- Demonstrate an increase in new content knowledge.